

**Health Professions Council
Education & Training Panel – 28 March 2007**

PROGRAMME APPROVAL

Executive Summary and Recommendations

Introduction

The visitors have confirmed that the conditions relating to the following programmes approval have been met. The visitors are now satisfied that the programmes meet the standards of education & training and wish to recommend approval. The attached visitors' reports have been updated to reflect that the conditions have been met.

Education provider	Programme name	Delivery mode
University of Bedfordshire	Dip Higher Education ODP	Full-time
University of Brighton	Supplementary Prescribing (Level 3 and M Level)	Part-time
Canterbury Christ Church University	DipHE Operating Department Practice	Full-time
University of Huddersfield	Dip Higher Education ODP	Full-time
South Trent School of Operating Department Practice – University of Leicester	Dip Higher Education ODP	Full-time
The Robert Gordon University	BSc (Hons) Nutrition & Dietetics	Full-time
University of Wales Institute, Cardiff	BSc(Hons) Human Nutrition and Dietetics	Full time
University of Wales Institute, Cardiff	PG Dip Dietetics MSc Dietetics	Full time Full time
Queen Margaret University, Edinburgh	Pharmacology for Podiatrists	Part-time

Decision

The panel is asked to approve the above named programmes, in line with the visitors' recommendations that the programmes now meet the standards of education and training.

Background information

None

Resource implications

None

Financial implications

None

Appendices

Visitors reports (9)

Date of paper

16 March 2007

Date	Ver.	Dept/Cmte	Doc Type	Title	Status	Int. Aud.
2007-03-16	a	EDU	PPR	Cover paper - approve programme (conditions met) - Mar 07	Draft DD: None	Public RD: None

Health Professions Council

Visitors' report

Name of education provider	University of Bedfordshire
Name and titles of programme(s)	Diploma HE in Operating Department Practice
Mode of Delivery (FT/PT)	FT
Date of Visit	20 th - 21 st November 2006
Proposed date of approval to commence	September 2007
Name of HPC Visitors attending (including member type and professional area)	Stephen Wordsworth (Operating Department Practitioner) David Bevan (Operating Department Practitioner)
HPC Executive officer(s) (in attendance)	Osama Ammar Chris Hipkins (Observing)
Joint panel members in attendance (name and delegation):	Richard Harris (Dean of Quality and Students, University of Bedfordshire) Graeme Naylor (Secretary, Administrator, Quality Procedures, University of Bedfordshire) Kathryn Ellis (Principle Lecturer, Department of Applied Social Studies, University of Bedfordshire)

Scope of visit *(please tick)*

New Profession	<input checked="" type="checkbox"/>
New programme	<input 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"/>		
Programme team	<input checked="" type="checkbox"/>		
Placements providers and educators	<input checked="" type="checkbox"/>		
Students (current or past as appropriate)	<input checked="" type="checkbox"/>		

Confirmation of facilities inspected

	Yes	No	N/A
Library learning centre	<input checked="" type="checkbox"/>		
IT facilities	<input checked="" type="checkbox"/>		
Specialist teaching accommodation			<input checked="" 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 New Profession to the HPC requiring a full approval visit	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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	26
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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: The programme team must redraft and resubmit the advertising and recruitment information. The redrafted information should include more detail on entry requirements and clarification of the relationship between holding the qualification and access to the register.

Reason: The submitted information did not clearly articulate the specific access course applicants must complete to meet entry requirements or that a portfolio submission will be subject to the University of Bedfordshire APeL process. Further, the Visitors felt it was not clear to applicants that completion of the Dip HE leads to eligibility rather than entitlement for registration with the Health Professions Council.

SET 3: *Programme management and resource standards*

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

Condition: The team must redraft and resubmit module descriptors to clearly articulate the module leads and responsibilities within each module.

Reason: Whilst the programme team had submitted modular information and CV's it was still unclear which member of staff held overall responsibility for individual modules

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 programme team must redraft and resubmit the definitive documents clearly articulating the attendance requirements for both theory and practice elements of the programme.

Reason: Through discussion it became clear there was uncertainty amongst students as to the percentage of hours required for attendance and there was a lack of specific clarity within the documentation.

Date	Ver.	Dept/Cmte	Doc Type	Title	Status	Int. Aud.
2006-12-07	b	APV	APV	Visitors' Report - Dip HE ODP - University of Bedfordshire	Final DD: None	Public RD: None

SET 4: *Curriculum Standards*

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

Condition: The programme team must redraft and resubmit the definitive documentation to correct misappropriations of the names of the professional body and statutory regulator.

Reason: The submitted documents mis-referenced key documents relating to the philosophy, values and skills of the HPC. There was a lack of clarity between the role of the professional body (AODP) and the statutory regulator (HPC).

SET 5: *Practice placements standards*

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

Condition: The programme team must submit an outline strategy for an effective mechanism for monitoring and recording the number of appropriately qualified and experienced staff at a placement with an indication of when the strategy will be implemented.

Reason: Although a register of placement mentors was available, there was no clear mechanism to effectively monitor on a regular basis the number of appropriately qualified and experienced staff during student placement.

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

Condition: The programme team must redraft and resubmit the definitive documentation to clearly articulate the system for monitoring and approving existing and new placements respectively.

Reason: Although evidence was provided to indicate a system was in place to audit placement settings, the Visitors felt the documentation provided did not clearly articulate an effective monitoring system as the regularity and depth of assessment was not made clear. Further, the Visitors were not provided any information regarding the process for approving a new placement environment.

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

Condition: The programme team must redraft and resubmit the Practice Assessment Documentation (PAD) to include the attendance records for placement hours.

Reason: Through discussion it became apparent a record of placement hours was in use and omitted from the documentation through error, however, the HPC Visitors felt that the current practice of separating the existing documents did not facilitate effective monitoring of the students and this documentation would be most appropriate within the PAD.

Date	Ver.	Dept/Cmte	Doc Type	Title	Status	Int. Aud.
2006-12-07	b	APV	APV	Visitors' Report - Dip HE ODP - University of Bedfordshire	Final DD: None	Public RD: None

SET 6: *Assessment standards*

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

Condition: The programme team must redraft and resubmit the PAD to show evidence of assessment planning and appropriate mentor and student feedback. The PAD should also include evidence of student reflection.

Reason: The Visitors felt that given the discussed difficulty in linking theoretical and competency based learning outcomes in the minds of practice placement mentors and students, the PAD should include both theory and practice learning outcomes to strengthen the integration within the assessment process. The Visitors felt the PAD also provides an opportunity to formally introduce action planning and reflective thinking which were previously undertaken but as separate components.

Deadline for Conditions to be met: 14th February 2007

Date Visitors' Report submitted to Panel for approval: 1st February 2007

Date Programme submitted to Panel for approval: 28th March 2007

RECOMMENDATIONS

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.

Recommendation: In light of the strong commitment of the programme team, the Visitors felt that the University of Bedfordshire should consider increasing the number of core staff.

Reason: Although the core programme team evidenced their ability and commitment to effectively lead the programme and support the students, the Visitors determined the risk from key staff dependency to be high and felt this should be managed by consideration of increasing the number of core staff available to the programme.

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

Recommendation: The programme team should explore the learning and teaching opportunities offered by simulation and specialist clinical laboratories.

Reason: In light of the proposed new facilities and the new opportunities this will provide for the programme to develop, the Visitors felt it was prudent to commence preparation prior to the development of the new build.

Date	Ver.	Dept/Cmte	Doc Type	Title	Status	Int. Aud.
2006-12-07	b	APV	APV	Visitors' Report - Dip HE ODP - University of Bedfordshire	Final DD: None	Public RD: None

Commendations.

The HPC representatives were impressed at the high level of support that the programme received. This was evident throughout the visit by the commitment of the programme team, the University staff and the practice placement staff.

The HPC representatives considered that the innovative use of Information Technology for supporting the students was an excellent additional tool for both team and peer development.

The planned provision of the new teaching facilities was seen as a positive move to create an effective system of development and support for both students and practice areas.

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:

David Bevan

Stephen Wordsworth

Date: 23/11/06

ALL CONDITIONS MET

Date	Ver.	Dept/Cmte	Doc Type	Title	Status	Int. Aud.
2006-12-07	b	APV	APV	Visitors' Report - Dip HE ODP - University of Bedfordshire	Final DD: None	Public RD: None

Health Professionals Council

Visitors report

Name of education provider	University of Brighton
Name and titles of programme(s)	Non-medical supplementary prescribing
Date of event	6 December 2006
Mode of Delivery (FT/PT)	Part time
Proposed date of approval to commence	February 2007
Name of HPC visitors attending (including member type and professional area)	Marcus Bailey (Paramedic) Bob Fellows (Paramedic)
HPC Executive officer(s) (in attendance)	Mandy Hargood Daljit Mahoon (Observer)
Joint panel members in attendance (name and delegation):	Dr Phil Mandy (University Chair) Ms Sue Reed (HLSP on behalf of the NMC)

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	N/A
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.

Requirement (please insert detail)	Yes	No	N/A
1			✓
2			✓
3			✓

Proposed student cohort intake number please state	20 (3 AHPs)
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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 apply selection and entry criteria including:

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

2.2.5 apply selection and entry criteria including accreditation of Prior Learning and other inclusion mechanisms

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 1

Condition: The student handbook must detail information relating to programme attendance and resulting consequences of failure to meet the attendance policy, along with details of the APL policy for this course.

Reason: Currently there is a school policy on attendance but this was not detailed in the student information. In order for the student to make an informed choice on the programme, attendance requirements should be detailed. The course team discussed that no APL for examinations are permitted but this was not articulated in the student information.

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; and

2.2.4 appropriate academic and/or professional entry standards

Condition 2

Condition: The HEI must produce a memorandum of understanding with its partners that details role and responsibilities for admission and course progression. The HEI must also produce an admission policy for private/independent students.

Reason: There is a process for admission that relies on the Strategic Health Authority performing checks on suitability of students to undertake the programme. There is no written agreement between them on sharing and access

to information. There is also no written procedure for independent/private students.

SET 3. Programme management and resource standards

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

Condition 3

Condition: The HEI must have a written protocol for obtaining students consent.

Reason: Students do participate in role play and scenarios within 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.

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 4

Condition: The HEI must have an audit tool for approval of all new practice placement areas.

Reason: Currently only existing nursing placement areas have been visited. New practice placement areas involving AHP's should be audited.

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.

Condition 5

Condition: The HEI must have a method to ensure that practice placement educators formally understand the requirements of them addressing the SETs above.

Reason: Both the course team and students alluded to the difficulty in ensuring the practice placement educators receive appropriate preparation for placements. The HEI should ensure that the medical practitioner is prepared for students addressing the SETs above.

Deadline for Conditions to be met: 15 January 2007

Date Visitors' Report submitted to Panel for approval: 1 February 2007

Date Programme submitted to Panel for approval: 1 February 2007

RECOMMENDATIONS

3.12 The resources provided, both on and off site, must adequately support the required learning and teaching activities of the programme.

Recommendation: The HEI should introduce a policy on the currency of printed material and replacement held within its library facilities.

Reason: There is currently no written policy and on inspection some printed material was produced a significant time ago.

COMMENDATIONS

The visitors would like to commend the HEI and programme team for the diversity in the teaching faculty.

The visitors would like to commend the programme team for the robust content of the course and objectives.

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

Bob Fellows:

Date 6/12/2006

Health Professions Council

Visitors' report

Name of education provider	Canterbury Christchurch University
Name and titles of programme(s)	Diploma in Higher Education in Operating Department Practice
Mode of Delivery (FT/PT)	Full time
Date of Visit	24 and 25 January 2007
Proposed date of approval to commence	September 2007
Name of HPC visitors attending (including member type and professional area)	Mr David Bevan (ODP) Mrs Julie Weir (ODP) Mrs Catherine Wells (OT)
HPC Executive officer(s) (in attendance)	Mandy Hargood
Joint panel members in attendance (name and delegation):	Ms Carrie Sanders Chair and Head of Nursing and Applied Clinical Studies Sharon Campbell (Secretary)

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 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	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

2.2.2 criminal convictions checks;

Condition: The programme team must ensure consistency of terminology across all documentation confirming that an enhanced CRB check is a requirement of entry to the programme.

Reason: The visitors noted inconsistencies across the programme documentation in relation to the enhanced CRB check.

RECOMMENDATIONS

3.7 The resources to support student learning in all settings must be used effectively.

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

Recommendation: The team might consider instigating a more formal system of student ODP peer support (buddy system), which could enhance student learning.

Reason: The Level 1 students would gain a greater understanding of the programme through regular dialogue with the Level 2 students on the programme.

Commendations

The Inter professional learning component has been thoroughly developed to enhance understanding of the core skills and strengths of the relevant professions. Members of the team clearly articulated the relationship between these components and the core ODP modules, and presented a sound rationale for this approach to student learning.

The visitors wished to commend the programme team on their collaborative approach to mentor support and development, and on the quality of the partnership with clinical areas.

The visitors were impressed by the level of support provided for the ODP programme by the University. This was evident through its commitment to high

quality resources and facilities and through the continuing development of the programme.

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

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

Visitors' signatures:

David Bevan

Julie Weir

Catherine Wells

Date: 26 January 2007

ALL CONDITIONS MET

Health Professions Council

Visitors' report

Name of education provider	University of Huddersfield
Name and titles of programme(s)	Diploma of Higher Education in Operating Department Practice
Mode of Delivery (FT/PT)	Full Time
Date of Visit	27/28 Feb 2007
Proposed date of approval to commence	September 2007
Name of HPC visitors attending (including member type and professional area)	Colin Keiley, Operating Department Practitioner Claire Brewis, Occupational Therapist
HPC Executive officer(s) (in attendance)	Chris Hipkins
Joint panel members in attendance (name and delegation):	Dr Pat Cullum, School of Music, Humanities and Media (Chair) Dr Janet Hargreaves, School of Human and Health Sciences Mrs Janine Day, Huddersfield University Business School Mr Philip Beckwith, University of Bedfordshire Mr Chris Reay, representing the College of Operating Department Practitioners

Scope of visit (please tick)

New programme	<input type="checkbox"/>
Major change to existing programme	<input type="checkbox"/>
Visit initiated through Annual Monitoring	<input type="checkbox"/>
New profession	<input checked="" 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 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	
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The following summarises the key outcomes of the Approvals event and provides reasons for the decision.

CONDITIONS

SET 3 Programme Management and Resource Standards

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: A more formal process for obtaining student consent must be put in place, including making clear to students any impact that refusing consent may have.

Reason: There is currently no formal consent process in place.

RECOMMENDATIONS

SET 2 Programme admissions

SET 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

Recommendation: The documentation should be revised to make it clear that HPC registration is not automatic at the end of the programme and that the time taken for registration may vary depending on the candidate's individual circumstances.

Reason: The current documentation suggests that HPC registration should be undertaken in the 3 weeks following the course. The programme team explained that HPC registration requirements are explained to students earlier in the course and students are encouraged to begin preparing their applications before the courses finishes, but this could be made a lot clearer in the documentation.

COMMENDATIONS

The HPC Visitors were impressed by the broad consultation and collaboration that had taken place with placement providers and students in the redevelopment of the programme.

The programme is soundly managed with excellent examples around student support and the management of practice placements.

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:

Colin Keiley
Claire Brewis

Date: 1 March 2007

Health Professions Council

Visitors' report

Name of education provider	South Trent School of Operating Department Practice – University of Leicester
Name and titles of programme(s)	Diploma in Higher Education Operating Department Practitioner
Mode of Delivery (FT/PT)	FT
Date of Visit	7 th – 8 th February 2007
Proposed date of approval to commence	30 th April 2007
Name of HPC visitors attending (including member type and professional area)	Mrs Julie Weir – H.P. Lecturer, Operating Department Practitioner – LSBU, BUPA Mrs Penny Joyce – Principle Lecturer – University of Portsmouth.
HPC Executive officer(s) (in attendance)	Miss Daljit Mahoon
Joint panel members in attendance (name and delegation):	Dr. J. Scott (Chairman) – Director of Biological Sciences & Chairman of the Learning and Teaching Committee – University of Leicester Mr N. Siesage – (Secretary) – Principal Assistant Registrar, Faculty of Medicine & Biological Sciences, University of Leicester

Scope of visit *(please tick)*

New programme	<input type="checkbox"/>
New Profession	<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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

resources for the programme			
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 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	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 4. Curriculum Standards

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

4.4 The curriculum must remain relevant to current practice.

Condition: The programme team must redraft and submit evidence ensuring the programme is mapped to the requirements of the curriculum guidance (AODP curriculum 2006 version 4)

Reason: The current documentation for this programme has not been mapped to the curriculum guidance (AODP curriculum 2006 version 4). The visitors need to be provided with evidence to show that the programme has been brought in line to the guidance.

Condition 2

SET 6. Assessment standards

6.7 Assessment regulations clearly specify requirements:

6.7.1 for student progression and achievement within the programme;

Condition: The programme team must provide explicit information regarding the assessment regulations in the student handbook and programme specification (Page 24, section 7.5). This is in relation to progression and achievement in particular the referrals process.

Reason: The visitors felt that information regarding assessment regulations was not explicit enough. Students need to be fully aware of the assessment regulations including progression and achievement.

Condition 3

6.7.1 Assessment regulations clearly specify requirements for student progression and achievement within the programme;

SET 1. Level of qualification for entry to the Register

The Council normally expects that the threshold entry routes to the Register will be the following:

1.1.5 Diploma of Higher Education in Operating Department Practice for Operating Department Practitioners.

Condition: Any reference made within the documentation implying automatic registration (pages 6, 24 & 25 in the programme information booklet) needs to be reworded.

Reason: Using this terminology is misleading for students. On completion of the programme students are eligible to apply for registration. Registration is not an automatic process.

Condition 4

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

Condition: A statement needs to be added to the handbook to ensure that the aegrotat award does not provide eligibility to the register.

Reason: There was no information within the documentation regarding an aegrotat award. Students should be provided with this information and it should be included within the documentation.

Condition 5

SET 6. Assessment Standards
6.7.5 Assessment Regulations must clearly specify requirements for the appointment of at least one external examiner from the relevant part of the Register.

Condition:

In line with Set 6.7.5, evidence must be provided that demonstrates compliance with the standard governing the appointment of an external examiner.

Reason:

The programme team assured that the process for appointing a suitable external examiner is being carried out but has not yet been fulfilled. Evidence needs to be provided ensuring this set will be met.

RECOMMENDATIONS

SET 3. Programme management and resource standards
3.7 The resources to support student learning in all settings must be used effectively.
3.12 The resources provided, both on and off site, must adequately support the required learning and teaching activities of the programme.

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: To review the provision of resources, such as the library stock, particularly in this campus.

Reason: Students at present do not have convenient access to books at this site.

3.12 The resources provided, both on and off site, must adequately support the required learning and teaching activities of the programme.

Recommendation: The programme team should continue to look to develop some clinical skills facilities as soon as possible

SET 4. Curriculum Standards

4.4 The curriculum must remain relevant to current practice.

Recommendation: The proposed programme changes highlighted by the course team should be clearly articulated in the HPC annual monitoring.

Commendations

1) The visitors were impressed that students are given core texts at the start of the programme.

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

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

Deadline for Conditions to Be Met: 1st March 2007

To be submitted to Education and Training Committee on: 28th March 2007

Visitors' signatures:

Mrs Julie Weir

Mrs Penny Joyce

Date: 16/2/2007

Health Professions Council

Visitors' report

Name of education provider	The Robert Gordon University
Name and titles of programme(s)	BSc (Hons) Nutrition and Dietetics
Mode of Delivery (FT/PT)	FT
Date of Visit	17 th October 2006
Proposed date of approval to commence	September 2007
Name of HPC visitors attending (including member type and professional area)	Sylvia Butson (Visitor – Dietitian) Derek Adrian-Harris (Visitor – Radiographer)
HPC Executive officer(s) (in attendance)	Osama Ammar (Education Officer)
Joint panel members in attendance (name and delegation):	Robert Newton (Chair) Lucy Jack, Quality Officer, Faculty of Health and Social Care (Secretary)

Scope of visit *(please tick)*

New programme	<input type="checkbox"/>
Major change to existing programme	<input checked="" type="checkbox"/>
Visit initiated through Annual Monitoring	<input checked="" 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 type="checkbox"/>	<input checked="" 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 Indications from Annual Monitoring that specialist subject teaching staff numbers were inadequate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Investigation of new facilities and impact on existing approval of the programme from Major/Minor Change process	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Proposed student cohort intake number please state	35
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The following summarises the key outcomes of the Approvals event and provides reasons for the decision.

CONDITIONS

SET 3. Programme management and resource standards

3.2 The programme must be managed effectively.

Condition: The Robert Gordon University must produce a schedule of approval and monitoring for all NHS institutions for which it is the link HEI. The schedule will indicate that all placements are visited and assessed for suitability to receive students by the commencement of academic session 2007-2008.

Reason: In order to satisfy the Visitors that the programme team have assumed full responsibility in terms of the management of placement provision, it is required that the commitment to approve and monitor all placement environments within the remit of The Robert Gordon University is outlined in the schedule.

Deadline for Conditions to be met: 14th December 2006
To be submitted to Approvals Panel/Committee on:

1st February 2007 for approval of report.

1st February 2007 for approval of programme.

RECOMMENDATIONS

SET 3. Programme management and resource standards

3.2 The programme must be managed effectively.

Recommendation: The Robert Gordon University should initiate and develop in conjunction with the component HEIs in the Scottish Cluster the mapping of HPC Standard of Education and Training 5 onto the UDEG document used currently for placement provision. Particular reference should be made to the processes in place to handle any problems that may arise in the placement environment, the development of a common assessment tool for student competencies and the capping of student numbers across the cluster.

Reason: The Visitors felt assured that the placement arrangements met the Standards of Education and Training as a result of being derived from the UDEG document which is a national guidance document across the profession. However, to develop ownership of the placement arrangements within the Scottish Cluster, the visitors felt it was appropriate for The Robert Gordon University to make a start with the process

of mapping the document to the HPC standards to ensure that all Scottish Cluster placements were approved, monitored and assessed with parity.

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

Recommendation: The Robert Gordon University should consider accelerating the implementation of a more ambitious inter-professional learning programme.

Reason: Through discussion it became apparent that the senior management and the programme team were committed to an inter-professional approach to teaching and learning. The Visitors felt with the significant opportunities available at The Robert Gordon University and through its existing link with the University of Aberdeen, that this strategy should be encouraged and promoted.

Commendations

The Panel welcomes the programme leader's intimation that the cohort number will be limited to 35 students for BSc (Hons) Nutrition and Dietetics for all future intakes.

The Panel commends The Robert Gordon University on the implementation of the virtual learning environment.

The Panel received positive feedback from students and graduates in relation to the whole of their learning experience especially the excellent support received from all the staff.

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:

Derek Adrian-Harris

Sylvia Butson

Date: 31/10/06

Health Professions Council

Visitors' report

Name of education provider	University of Wales, Institute Cardiff
Name and titles of programme(s)	BSc(Hons) Human Nutrition and Dietetics
Mode of Delivery (FT/PT)	FT
Date of Visit	8 and 9 November 2006
Proposed date of approval to commence	September 2007
Name of HPC visitors attending (including member type and professional area)	Sylvia Butson (Dietetics) Alex Scott (Dietetics) Catherine Wells (OT Visitor to look at the Education Sections)
HPC Executive officer(s) (in attendance)	Mandy Hargood Daljit Mahoon (Observing)
Joint panel members in attendance (name and delegation):	Paul Thomas CHAIR (Dean of Cardiff School of Education, UWIC) Julie Piacentini School of Education Bethan Gordon Cardiff School of Art & Design, Helen Barker Coventry University

Scope of visit (please tick)

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

Requirement (please insert detail)	Yes	No	N/A
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Proposed student cohort intake number please state	28
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ALL CONDITIONS APPLIED

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

CONDITIONS

SET 3 Programme Management and Resource Standards

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

Condition: The Programme Team should develop a standard protocol form for student consent when they undertake experiential participation.

Reason: There is currently no protocol in place within the BSc (Hons) Dietetics programme documentation to meet this SET.

SET 4. Curriculum Standards

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

Condition: The programme Team must develop a clearer assessment criteria to test the learning outcomes for modules DAN 305 and DAN 307 and enhance the definitive reference lists associated with them.

Reason: The visitors felt that there was a lack of clarity in relation to the assessments used to test the learning outcomes for DAN 305 and DAN 307. The references given were very generic.

Deadline for Conditions to be met: 5 February 2007

RECOMMENDATIONS

SET 3. Programme management and resource standards

3.7 The resources to support student learning in all settings must be used effectively.

Recommendation: That the Programme Team continue to review the resources available for books and external lecturers.

Reason: The students commented on the lack of availability of up to date texts and there were concerns around the funding for the external lecturers and the resources needed.

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.

Recommendation: The visitors felt that the programme team should continue to keep student attendance under close review to ensure that the students are able to meet the learning outcomes of the programme.

Reason: There was lack of clarity in the documentation relating to the current attendance monitoring system.

SET 4. Curriculum Standards

This recommendation refers to both SET 4.6 and 4.7

4.6 The range of learning and teaching approaches used must be appropriate to the subjects in the curriculum.

Recommendation: The visitors would like to see further developed the use of problem solving case studies and to consider developing interprofessional learning with other AHP students, where practicable.

Reason: The case studies will further enhance integration of key subject areas. The students commented they would welcome additional numbers of case studies prior to placements.

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

Recommendation: The visitors would like to see further developed the use of problem solving case studies and to consider developing interprofessional learning with other AHP students

Reason: The case studies will further enhance integration of key subject areas. The students commented they would welcome additional numbers of case studies prior to placements.

SET 5. Practice placements standards

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

Recommendation: That the Programme Team consider developing a preplacement questionnaire in conjunction with practice placement educators,

for B and C placements. This should contain information relating to student's previous practical experience to inform future learning needs for B and C placements.

Reason: This will facilitate students' individual learning requirements and experience.

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

Recommendation: That the practice placement facilitator post continues to be funded externally.

Reason: To continue to support the excellent system currently in place for collaborative working and training.

SET 6. Assessment standards

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

Recommendation: To review the relationship between taught hours credit rating and the assessment procedure to ensure that the learning outcomes are appropriately addressed.

Reason: The decision making for the above relationship is not explicit, and this results in some assessments being worthy of greater or lesser credits which may impact on their value from the student's perspective.

General Recommendation.

That the Programme team reviews the documentation to ensure clarity and accuracy.

The visitors noted for example that there was a reference to the PRET guidelines being attributed to the HPC which is incorrect. Additionally there were references to "state registration" which is no longer accurate.

Commendations

- The Food Industry Centre was applauded as an excellent development and will greatly enhance the on site facilities for students.
- The visitors were impressed by the excellent IT resources on campus.

- **Students met by the HPC team commented on the excellent support provided by all the academic staff and considered that they were well prepared for employment.**
- **The Programme Team, especially Alison Nicholls, should be commended on the developments around supporting the new system of Welsh placements, including the provision of appropriate practice placement educator training.**

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:

Sylvia Butson

Alexa Scott

Catherine Wells

Date: 22 March 2007

ALL CONDITIONS MET

Health Professions Council

Visitors' report

Name of education provider	University of Wales, Institute Cardiff
Name and titles of programme(s)	PG Dip/MSc Dietetics
Mode of Delivery (FT/PT)	FT
Date of Visit	8 and 9 November 2006
Proposed date of approval to commence	September 2007
Name of HPC visitors attending (including member type and professional area)	Sylvia Butson (Dietetics) Alex Scott (Dietetics) Catherine Wells (OT Visitor to look at the Education Sections)
HPC Executive officer(s) (in attendance)	Mandy Hargood Daljit Mahoon (Observing)
Joint panel members in attendance (name and delegation):	Paul Thomas CHAIR (Dean of Cardiff School of Education, UWIC) Julie Piacentini School of Education Bethan Gordon Cardiff School of Art & Design, Helen Barker Coventry University

Scope of visit (please tick)

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

Confirmation of meetings held

	Yes	No	N/A
Senior personnel of provider with responsibility for resources for the programme	✓	<input type="checkbox"/>	<input type="checkbox"/>
Programme team	✓	<input type="checkbox"/>	<input type="checkbox"/>
Placements providers and educators	✓	<input type="checkbox"/>	<input type="checkbox"/>
Students (current or past as appropriate)	✓	<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.

Requirement (please insert detail)	Yes	No	N/A
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Proposed student cohort intake number please state	15
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ALL CONDITIONS APPLY

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

CONDITIONS

SET 3 Programme Management and Resource Standards

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

Condition: The Programme Team should develop a standard protocol form for student consent when they undertake experiential participation.

Reason: There is currently no protocol in place within the programme documentation to meet this SET.

RECOMMENDATIONS

SET 3. Programme management and resource standards

3.7 The resources to support student learning in all settings must be used effectively.

Recommendation: That the Programme Team continue to review the resources available for books and external lecturers.

Reason: The students commented on the lack of availability of up to date texts and there were concerns around the funding for the external lecturers and the resources needed.

SET 4. Curriculum Standards

This recommendation refers to both SET 4.6 and 4.7

4.6 The range of learning and teaching approaches used must be appropriate to the subjects in the curriculum.

Recommendation: The visitors would like to see further developed the use of problem solving case studies and to consider developing interprofessional learning with other AHP students where practicable.

Reason: The case studies will further enhance integration of key subject areas. The students commented they would welcome additional numbers of case studies prior to placements.

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

Recommendation: The visitors would like to see further developed the use of problem solving case studies and to consider developing interprofessional learning with other AHP students

Reason: The case studies will further enhance integration of key subject areas. The students commented they would welcome additional numbers of case studies prior to placements.

SET 5. Practice placements standards

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

Recommendation: That the Programme Team consider developing a preplacement questionnaire in conjunction with practice placement educators, for B and C placements. This should contain information relating to student's previous practical experience to inform future learning needs for B and C placements.

Reason: This will facilitate students' individual learning requirements and experience.

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

Recommendation: That the practice placement facilitator post continues to be funded externally.

Reason: To continue to support the excellent system currently in place for collaborative working and training.

General Recommendation.

That the Programme team reviews the documentation to ensure parity.

The visitors noted for example that there was a reference to the PRET guidelines being attributed to the HPC which is incorrect.

Commendations

- **The Food Industry Centre was applauded as an excellent development and will greatly enhance the on site facilities for students.**
- **The visitors were impressed by the excellent IT resources on campus.**
- **Students met by the HPC team commented on the excellent support provided by all the academic staff and considered that they were well prepared for employment.**
- **The Programme Team, especially Alison Nicholls, should be commended on the developments around supporting the new system of Welsh placements, including the provision of appropriate practice placement educator training.**

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:

Sylvia Butson

Alexa Scott

Catherine Wells

Date: 14th November 2006

Health Professions Council

Visitors' report

Name of education provider	Queen Margaret University
Name and titles of programme(s)	Pharmacology for Podiatrists
Mode of Delivery (FT/PT)	Part time
Date of Visit	28 February 2007
Proposed date of approval to commence	September 07
Name of HPC visitors attending (including member type and professional area)	Pam Sabine (Podiatrist) Anne Wilson (Podiatrist)
HPC Executive officer(s) (in attendance)	Abigail Creighton
Joint panel members in attendance (name and delegation):	Richard Bent (Chair) Linda Graham (Secretary) Alison Barlow (Society of Chiropodists and Podiatrists)

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

Proposed student cohort intake number please state	20 (as part of the MSc Theory of Podiatric Surgery programme) 20 (as a stand alone programme)
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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

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

2.2.4 The admission procedures must apply selection and entry criteria, including appropriate academic and/or professional entry standards;

Condition: The programme team must revisit the admissions criteria to ensure that all applicants have the statutory entitlement to administer local anaesthetics. The programme team must amend the advertising and recruitment information to make sure applicants are aware of these changes to the admissions criteria.

Reason: The statutory entitlement to administer and supply prescription only medicines is an extension of the statutory entitlement to administer local anaesthetics. Applicants need to be trained and competent in the administration of local anaesthetics in order to embark on this 'prescription only medicine' programme. Applicants need to know the admissions requirements for this programme, so they can make an informed choice about when to apply for this programme, as they may need to complete training in local anaesthetics beforehand.

SET 6. Assessment standards

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

Condition: The programme team must clarify the assessment pass marks for each the components in the programme.

Reason: The assessment pass marks listed in the programme documentation are currently not the same as those discussed with the programme team. Clarification is needed as to the overall module pass mark and the pass mark for both the coursework and examination component. It is important that the pass marks ensure that students who successfully complete the programme can administer relevant prescription only medicines, interpret any relevant pharmacological history and recognise potential consequences for patient treatment in a safe and skilful manner. It is also important that students receive accurate and easy to understand information.

Deadline for conditions to be met: 9 March 2007

Expected date visitors' report submitted to Panel for approval: 28 March 2007

Expected date programme submitted to Panel for approval: 28 March 2007

RECOMMENDATIONS

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

Recommendation: All Podiatrists in the programme team, who do not hold the statutory entitlement to administer and supply prescription only medicines should be encouraged to complete this programme (or an equivalent).

Reason: The visitors wished to encourage Podiatrists (without the prescription only medicine entitlement) to complete this programme, or an equivalent. The visitors were confident that the current programme team contained the relevant specialist expertise and knowledge needed to delivery a sound programme, but as best practise, felt the Podiatrists may wish to bring their own specific expertise and knowledge to the programme to help improve the overall student experience.

COMMENDATIONS

The visitors wish to commend the enthusiasm and attention to detail shown by the Head of Faculty and their team and their innovation in the area of Web CT.

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:

Pam Sabine

Anne Wilson

Date: 1 March 2007