Health Professions Council

Visitors' report

Name of education provider	Coventry University
Name and titles of programme(s)	BSc (Hons) Applied Biomedical Science
Mode of delivery (FT/PT)	FT
Date of visit	7 – 8 November 2007
Proposed date of approval to commence	September 2008
Name of HPC visitors attending (including member type and professional area)	Robert Munro (Biomedical Scientist) Robert Keeble (Biomedical Scientist)
HPC executive officer(s) (in attendance)	Osama Ammar
Joint panel members in attendance (name and delegation):	Professor David Morris (Chair), Coventry University Julie Keane (Secretary), Coventry University Ann Green (Internal Panel Member), Coventry University Lise Elliot (Internal Panel Member), Coventry University Dr Craig Donaldson (External Panel Member), University of the West of England in Bristol Yvonne Brocklehurst (Institute of Biomedical Science) Paul Whiting (Institute of Biomedical Science)

Scope of visit *(please tick)*

New programme	☒
Major change to existing programme	☐
Visit initiated through Annual Monitoring	☐
New Profession	☐

Confirmation of meetings held

	Yes	No	N/A
Senior personnel of provider with responsibility for resources for the programme	☒	☐	☐
Programme team	☒	☐	☐
Placements providers and educators	☒	☐	☐
Students (current or past as appropriate)	☒	☐	☐

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	10

The following summarises the key outcomes of the approval 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

Condition: The programme team must redraft and resubmit the programme documentation and advertising materials for the programme to clearly articulate the roles of the regulator and professional body in respectively approving and accrediting the programme of study.

Reason: In the submitted documentation there was apparent confusion in the terminology of HPC approval and Institute of Biomedical Science accreditation of courses. Additionally, there were references to "state registration" which will need to be replaced by "registration" and a typographical error referring to the "HPS" rather than "HPC". The visitors feel the documentation must be corrected to prevent applicants or students misunderstanding their route to registration.

2.1 The admission procedures must give both the applicant and the education provider the information they require to make an informed choice about whether to make, or take up the offer of a place on a programme

Condition: The programme team must redraft and resubmit the programme documentation and advertising materials for the programme to clearly articulate to applicants the relationship between entry onto the BSc (Hons) Biomedical Science programme and transfer onto the pre-registration BSc (Hons) Applied Biomedical Science programme.

Reason: In the submitted documentation and in discussion with the programme team the visitors noted the competition for transferring to places on the BSc (Hons) Applied Biomedical Science programme at the end of the second year of the BSc (Hons) Biomedical Science programme. Though it was clear to the visitors that applicants and students will be informed of the element of competition, the visitors felt the various factors determining the availability of placements (such as strategic health authority funding issues, placement provider willingness and additional entry criteria) made it difficult for the programme team to guarantee placements to any student. The visitors felt the documentation must be amended to accurately reflect a realistic view of a student's chances of progressing to the BSc (Hons) Applied Biomedical Science programme.

2.2.1 The admission procedures must apply selection and entry criteria, including evidence of a good command of written and spoken English;

Condition: The programme team must redraft and resubmit the programme documentation to clearly articulate the mechanisms available for students who enter onto the programme with an IELTS 6.0 score to ensure at the point of registration the applicant will attain a score of IELTS 7.0 (Standard of Proficiency 1b.3).

Reason: In the submitted documentation the IELTS score for entry to the programme was indicated to be 6.0. In discussion with the programme team, it came to light there were a number of mechanisms in place for students to access additional English language education, but these were not reflected in the programme documentation. The visitors feel that the rationale for an entry score of 6.0 must include how it is ensured students will meet Standard of Profciency 1b.3 and that students must be made aware of how to access the appropriate resources.

2.2.2 The admission procedures must apply selection and entry criteria, including criminal convictions checks;

Condition: The programme team must redraft and resubmit the programme documentation to clearly articulate when and how the education provider takes responsibility for ensuring students on the programme are appropriately checked by the Criminal Records Bureau.

Reason: In the submitted documentation it was made clear that criminal records bureau checks would be conducted at the progression point from year 2 of the BSc (Hons) Biomedical Science to the BSc (Hons) Applied Biomedical Science. The documentation indicates that this requirement is considered an additional entry criterion of the placement provider. The visitors feel that to meet this standard of education and training, the education provider's responsibility for ensuring students are subject to an enhanced criminal records bureau check must be communicated in the documentation.

2.2.3 The admission procedures must apply selection and entry criteria, including compliance with any health requirements;

Condition: The programme team must redraft and resubmit the programme documentation to clearly articulate when and how the education provider takes responsibility for ensuring students on the programme are appropriately checked for compliance with health requirements.

Reason: In the submitted documentation it was made clear that health requirements would be assessed at the progression point from year 2 of the BSc (Hons) Biomedical Science to the BSc (Hons) Applied Biomedical

Science. The documentation indicates that this requirement is considered an additional entry criterion of the placement provider. The visitors feel that to meet this standard of education and training, the education provider's responsibility for ensuring students are subject to appropriate checks for compliance with health requirements must be communicated in the documentation.

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 redraft and resubmit the programme documentation to clearly articulate the foundation year entry route into the BSc (Hons) Biomedical Science programme.

Reason: In the submitted documentation one of the proposed entry routes to the programme is "a pass in an appropriate Foundation Year with passes in appropriate modules including Biology". The Visitors were unsure based on this information if there were pre-defined foundation year courses or if each would be assessed individually for appropriateness. The visitors felt the documentation must either provide clarity on which foundation years are considered appropriate or provide information on the assessment process to determine the appropriateness of foundation year courses on a case by case basis.

SET 3. *Programme management and resource standards*

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

Condition: The programme team must redraft and resubmit the programme documentation to provide assurances of the security of the BSc (Hons) Applied Biomedical Science programme in its own right.

Reason: In the programme documentation and in discussion it became clear to the visitors that the BSc (Hons) Applied Biomedical Science differed in relatively minor ways from the sandwich year mode of the BSc (Hons) Biomedical Science. The placement year designed to integrate theory and practice occurs between the second and third years of the programme. Students compete for progression from year two of the BSc (Hons) Biomedical Science into the placement year of the BSc (Hons) Applied Biomedical Science. All students are initially recruited to the BSc (Hons) Biomedical Science. Progression to the BSc (Hons) Applied Biomedical Science programme is dependent on: students locating an appropriate placement; being successful in the competition for places on the programme; and funding being available for an unknown number of students.

The visitors felt the security of the BSc (Hons) Applied Biomedical Science programme could not be guaranteed at this time by the education provider or strategic health authority as the programme functioned ostensibly as a sandwich year programme incorporating completion of the Institute of Biomedical Science portfolio.

3.2 The programme must be managed effectively.

Condition: The education provider must revisit the management of placement allocation and co-ordination to effectively ensure that placements meet the appropriate HPC and education provider standards.

Reason: In the documentation and from discussion with the programme team, students and placement providers it was clear that the education provider was reliant on placement co-ordination, management and quality assurance being conducted by placement providers and Clinical Pathology Accreditation Ltd (CPA). The visitors felt that the arrangements in place do no reflect the education providers' responsibilities for placement provision as part of overall programme management of a fully integrated programme. The visitors felt the education provider must take steps to manage, co-ordinate and quality assure placement provision. To fully integrate the practice elements of the programme and therefore effectively manage the programme the visitors also felt there must be increased formal collaboration with practice placement providers.

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

Condition: The education provider must appoint at least one appropriately qualified registrant to provide input into the programme delivery, development and management.

Reason: In the programme documentation and in discussion with the programme team, the visitors noted that the current staff profile of the programme does not feature any Biomedical Scientists registered with the HPC. The visitors felt that the programme requires profession specific knowledge and skills to be brought from a registrant member of staff.

The visitors felt the programme team were experienced at the delivery of an effective programme. However, the visitors felt the programme could not adequately prepare graduates ready for registration without a registrant in some way driving the programme towards the goal of producing safe and effective practitioners. Owing to the specific goal of an integrated degree programme being the producing safe and effective practitioners, the visitors felt the programme must have in place an appropriate number of registered members of staff.

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

Condition: The education provider must revisit arrangements for practice placement management to clearly identify what mechanisms will be put in place to facilitate practice placement educator development.

Reason: In the documentation and from discussion with the programme team, students and placement providers it was clear that the education provider was reliant on placement co-ordination and management and quality assurance being conducted by placement providers and Clinical Pathology Accreditation Ltd (CPA). The visitors felt that the arrangements in place do no reflect the education providers' responsibilities for placement provision as part of overall programme management of a fully integrated programme. The visitors felt the education provider must put in place mechanisms to develop practice placement educators in order to ensure the quality of supervision and teaching is appropriate.

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

Condition: The programme team must redraft and resubmit the programme documentation to clearly articulate what welfare and well-being facilities are available to students.

Reason: In discussion with the programme team and students it was clear the education provider had in place various services available to students to offer additional support outside the personal tutor system. However, these facilities were not referenced in the programme documentation. In order to make these facilities accessible to students, the visitors felt the programme team must amend the programme documentation to highlight these additional student support mechanisms.

3.10 A system of academic and pastoral student support must be in place.

Condition: The programme team must redraft and resubmit the programme documentation to clearly articulate what systems of academic and pastoral support are available to students.

Reason: In discussion with the programme team and students it was clear the education provider had in place various services available to students to offer additional support outside the personal tutor system. However, these facilities were not referenced in the programme documentation. In order to make these facilities accessible to students, the visitors felt the programme team must amend the programme documentation to highlight these additional student support mechanisms.

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

Condition: The programme team must redraft and resubmit the programme documentation to clearly articulate how resources available to students on placements are assessed and monitored for appropriateness by the education provider.

Reason: From discussion with the programme team and the submitted documentation it was not clear how the education provider ensures the appropriateness of resources at placement providers. The visitors felt the education provider must put in place mechanisms to specifically ensure students will have appropriate access to IT facilities to support their learning.

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 programme documentation to clearly articulate the distinction between professional body standards of performance and conduct and the HPC standards of conduct, performance and ethics.

Reason: In the submitted documentation mention was made to the Institute of Biomedical Science standards for conduct. But the visitors felt that to fully reflect the philosophy of the professional body curriculum guidance the programme documentation should also make reference to the HPC standards of conduct, performance and ethics to ensure students are practicing appropriately.

4.3 Integration of theory and practice must be central to the curriculum to enable safe and effective practice.

Condition: The programme team must revisit the programme structure for the BSc (Hons) Applied Biomedical Science programme to fully integrate the theory and practice elements of the programme.

Reason: From the programme documentation and the discussion with the programme team the visitors felt the programme presented for approval did not reflect a fully integrated programme of study. The visitors felt the programme did not successfully integrate the practice learning into a coherent curriculum. From the discussion with the programme team and placement educators it was clear that decisions had not been made about the divide and overlap of learning outcomes between academic and placement teaching.

The visitors felt the programme team and placement providers needed to revisit the integration of the theory and practice elements of the programme to distinguish the BSc (Hons) Applied Biomedical Science programme from the BSc (Hons) Biomedical Science sandwich mode programme.

4.4 The curriculum must remain relevant to current practice.

Condition: The programme team must revisit the arrangements for communication with the practice educators to increase the opportunities for the placement providers to contribute to programme development to ensure the curriculum remains relevant to current practice.

Reason: From discussion with the programme team and placement providers it was clear there was no formal mechanism for placement providers to input into curriculum development. In particular the visitors were concerned that as a lack of integration of theory and practice that the programme could only remain current with the input from those engaged in clinical practice and that the placement providers were the most appropriate group to involve in curriculum development. The visitors felt the programme team must revisit the current arrangements for involving placement providers in development of the programme to provide greater opportunity to ensure currency in the curriculum.

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

Condition: The programme team must redraft and resubmit the programme documentation to clearly articulate how the programme develops students' understanding across all four years of reflective thinking and evidence based practice.

Reason: From the documentation, the visitors could not understand how reflective thinking and evidence based practice were delivered across the four years of the programme. In particular the visitors were concerned that as a lack of result of integration of theory and practice that the areas of the delivery of these skills was wholly incorporated in the placement year. The visitors felt the programme team must clearly outline how a student's understanding of reflective thinking and evidence based practice will develop across the whole programme. The visitors were eager to understand how tools such as personal development profiles would contribute to developing a students' understanding of evidence based practice and reflective practice.

SET 5. *Practice placements standards*

5.1 Practice placements must be integral to the programme.

Condition: The programme team must integrate the placement year into the academic components of the programme.

Reason: In the programme documentation and in discussion it became clear to the visitors that the BSc (Hons) Applied Biomedical Science differed in relatively minor ways from the sandwich year mode of the BSc (Hons) Biomedical Science. The placement year designed to integrate theory and practice occurs between the second and third years of the programme. Students compete for progression from year two of the BSc (Hons) Biomedical Science into the placement year of the BSc (Hons) Applied Biomedical Science. All students are initially recruited to the BSc (Hons) Biomedical Science programme. Progression to the BSc (Hons) Applied Biomedical Science programme was dependent on students locating an appropriate placement, being successful in the competition for places on the programme and funding being available for an unknown number of students.

The visitors felt the programme team must develop mechanisms for managing, co-ordinating and quality assuring practice placements to fully integrate the programme.

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

Condition: The programme team must redraft and resubmit the programme documentation to clearly articulate a mechanism for ensuring there is an adequate number of appropriately qualified and experienced staff at the placement.

Reason: From the programme documentation and discussion with the programme team and placement providers it was not clear how the education provider would take responsibility for ensuring students had access to appropriate staff. The visitors felt the documentation must make it clear how the programme team will manage this element of student placement experience.

5.3.1 The practice placement settings must provide a safe environment

Condition: The programme team must redraft and resubmit the programme documentation to clearly articulate a mechanism for ensuring practice placements provider a safe environment.

Reason: From the programme documentation and discussion with the programme team and placement providers it was not clear how the education provider would take responsibility for ensuring placements provided a safe environment. The visitors felt the education provider must develop a mechanism that effectively ensures placements are assessed for appropriate safety standards for the delivery of pre-registration education and training.

5.3.2 The practice placement settings must provide for safe and effective practice.

Condition: The programme team must redraft and resubmit the programme documentation to clearly articulate a mechanism for ensuring practice placements provide safe and effective practice.

Reason: From the programme documentation and discussion with the programme team and placement providers it was not clear how the education provider would take responsibility for ensuring placements provided safe and effective practice. The visitors felt the education provider must develop a mechanism to ensure that placements are able to provide safe and effective practice in terms of the physical environment, appropriateness of patient groups and supervision.

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

Condition: The programme team must redraft and resubmit the programme documentation to clearly articulate how the education provider will ensure learning and teaching supervision in the placement environment will encourage safe and effective practice, independent learning and professional conduct.

Reason: In the submitted documentation and from discussion with students, the programme team and placement providers the visitors felt they had insufficient information to be able to judge if this standard was being met. The visitors felt the education provider must take responsibility for placement management, co-ordination and quality assurance to be able effectively meet this standard.

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 programme documentation to clearly articulate the mechanisms the education provider will have in place to approve and monitor placement environments.

Reason: In the documentation and from discussion with the programme team, students and placement providers it was clear that the education provider was reliant on placement co-ordination and management and quality assurance being conducted by placement providers and Clinical Pathology Accreditation Ltd (CPA). The visitors felt that the arrangements in place do no reflect the education providers' responsibilities for placement provision as part of overall programme management of a fully integrated programme. The visitors felt the

education provider must take steps to manage, co-ordinate and quality assure placement provision. As part of this responsibility the education provider must have in place a clear mechanism to initially approve and then monitor a placement provider. From discussion It was clear the education provider had in place appropriate mechanisms for other pre-registration programmes but it was not clear how these mechanisms related to this programme.

5.7.1 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the learning outcomes to be achieved.

Condition: The programme team must redraft and resubmit the programme documentation to clearly articulate the learning outcomes to be delivered in the practice setting and the academic setting.

Reason: From the programme documentation and discussion with the programme team and placement educators it was clear that decisions had not been made about the divide and overlap of learning outcomes between academic and placement teaching. The visitors felt the programme team and placement providers needed to revisit the integration of the theory and practice elements of the programme to distinguish the BSc (Hons) Applied Biomedical Science programme from the BSc (Hons) Biomedical Science sandwich mode programme. As part of this work, information provided to students and placement providers must be amended to adequately reflect the learning outcomes in both settings.

5.7.3 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the expectations of professional conduct.

Condition: The programme team must redraft and resubmit the programme documentation to clearly articulate the expectations of professional conduct.

Reason: From the submitted documentation the visitors felt more information must be included regarding expectations of professional conduct. In particular, the visitors felt the programme documentation should reflect that students would be expected to meet the HPC standards of conduct, performance and ethics. Information must also be provided to students and practice placement providers on what will happen in the event of students behaving in unprofessional manner.

5.7.4 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the assessment procedures including the implications of, and any action to be taken in the case of failure.

Condition: The programme team must redraft and resubmit the programme documentation to clearly articulate to students and practice placement educators the assessment procedures for the practice elements of the programme.

Reason: From the submitted documentation and discussion with the programme team and placement providers, the visitors felt more work was required to ensure students and placement educators understood how assessment in the practice environment would work. In particular, the visitors felt the education provider must take additional responsibility for providing information on what to do in the case of student failure.

5.7.5 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the communication and lines of responsibility.

Condition: The programme team must redraft and resubmit the programme documentation to clearly articulate to students and placement providers the lines of communication and responsibility.

Reason: From the submitted documentation and discussion with students, the programme team and placement providers the visitors felt the education providers' roles and responsibilities for placement management, co-ordination and quality assurance were not effectively communicated. The visitors felt the programme team must provide more information to students and placement providers about the role of the education provider.

5.8.1 Unless other arrangements are agreed, practice placement educators have relevant qualification and experience.

Condition: The programme team must redraft and resubmit the programme documentation to clearly articulate how it will assure itself that placement educators are appropriately qualified and experienced.

Reason: From the submitted documentation and discussion with the programme team and placement providers the visitors felt the education provider was not taking appropriate responsibility for ensuring placement educators would be appropriately qualified and experienced. The visitors felt the education provider must put in place a mechanism to record and evaluate the appropriateness of the placement educators to which students are allocated.

5.8.2 Unless other arrangements are agreed, practice placement educators are appropriately registered.

Condition: The programme team must redraft and resubmit the programme documentation to clearly articulate how it will assure itself that placement educators are appropriately registered.

Reason: From the submitted documentation and discussion with the programme team and placement providers the visitors felt the education provider was not taking appropriate responsibility for ensuring placement educators would be appropriately registered. The visitors felt the education provider must put in place a mechanism to record and evaluate the appropriateness of the placement educators to which students are allocated.

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

Condition: The programme team must redraft and resubmit the programme documentation to clearly articulate how it will assure itself that placement educators undertake appropriate practice placement educator training.

Reason: From the submitted documentation and discussion with the programme team and placement providers the visitors felt the education provider was not taking appropriate responsibility for ensuring placement educators would be appropriately trained as placement educators. The visitors felt the education provider must put in place a mechanism to record and evaluate the appropriateness of the placement educators to which students are allocated.

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

Condition: The programme team must revisit the arrangements for education provider and practice placement provider collaboration and formalise the mechanisms for feedback and input into the programme.

Reason: From the submitted documentation and discussions with the programme team and placement providers it was clear that informal collaboration was taking place. However, the visitors felt the level of collaboration must be extended to include formal mechanisms to feed back on and input into the programme. Additionally, the visitors felt the frequency of formal collaboration meetings must be increased to successfully integrate the practice and theory elements of the programme.

5.11 Practice placement providers must ensure necessary information is available at the appropriate time for both the education provider and students.

Condition: The programme team must revisit the arrangements for placement providers to pass information to the education provider and students.

Reason: From the submitted documentation and discussion with the placement providers it was clear that placement providers did not have a clear understanding of what information would be required to be passed to the education provider and to students. The visitors felt that this was reflective of the informal collaboration that was taking place and therefore believe the education provider must formalise the communication channels between the education provider, students and placement providers.

5.12 A range of learning and teaching methods that respect the rights and needs of patients or clients and colleagues must be in place throughout practice placements.

Condition: The programme team must redraft and resubmit the programme documentation to clearly articulate how it will ensure the range of learning and teaching methods respect the rights and needs of patients.

Reason: In the submitted documentation and from discussion with students, the programme team and placement providers the visitors felt they had insufficient information to be able to judge if this standard was being met. The visitors felt the education provider must take responsibility for placement management, co-ordination and quality assurance to be able effectively meet this standard. The visitors felt the programme team must relate an overt ethical methodology for teaching and learning in the practice setting that is clear to both students and practice educators.

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 programme documentation to clearly articulate how they will assure themselves the assessment methods used in placement will measure the learning outcomes and skills required to practise safely and effectively.

Reason: From the submitted programme documentation and discussion with the programme team and placement providers it was clear the assessment processes would be heavily reliant on the existing methods used for the Institute of Biomedical Science portfolio. The visitors felt the programme team must find mechanisms to ensure that the education provider takes the responsibility for ensuring assessment methods will adequately assess the learning outcomes required for safe and effective practice.

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

Condition: The programme team must redraft and resubmit the programme documentation to include grade assessment criteria to illustrate how the assessment methods in practice and in the academic setting are rigorous and effective.

Reason: From the discussion with the programme team and placement providers it was not clear to the visitors how assessors in both the placement and academic settings will grade students' work. The visitors felt a clear indication of what a student must achieve to be awarded a particular grade was required to assist students, practice educators and academic staff in the assessment process. In particular, the visitors require assurance that pass level criteria are appropriate to a safe and effective practitioner.

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

Condition: The programme team must redraft and resubmit the programme documentation to clearly articulate how progression across the four years of the programme relates to accumulation of credit from modules.

Reason: From the discussion with the programme team it was not clear how progression from year two into the placement year and from the placement year into the final year of the programme will be managed. In particular it was not clear if students would be registered or enrolled whilst on placement or how the placement year tied into credit accumulation in the final year. The visitors felt the programme documentation must provide information clarifying whether or not students will be registered and / or enrolled whilst on placement. Additional clarification of how credit value will be awarded for the placement year is required to allow the visitors to determine how progression through is integral to the monitoring and evaluation of students.

6.6 Professional aspects of practice must be integral to the assessment procedures in both the education setting and practice placement.

Condition: The programme team must redraft and resubmit the programme documentation to clearly articulate how professional aspects of practice will be integral to assessment procedures.

Reason: From discussion with the programme team, students and placement providers it was apparent to the visitors there was no clear sense of how the HPC standards of conduct, performance and ethics would be integral to considerations of professional aspects of practice. In particular, the visitors

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2008-03-27   c   APV   APV   Visitors' Report - Coventry   Draft   Public
University - BSc (Hons) Applied   DD: None   RD: None
Biomedical Science

were not confident all parties understood the significance of a breach of professional standards on the behalf of a student and that it might lead to an automatic fail of individual assessments or even the programme. In discussion it was clear the education provider had an appropriate mechanism for dealing with issues such as these from other pre-registration programmes but it was not clear how they related to this programme.

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

Condition: The programme team must redraft and resubmit the programme documentation to clearly articulate how assessment regulations permit progression from year 2 to the placement year and from the placement year into year 4.

Reason: From the discussion with the programme team it was not clear under how progression from year two into the placement year and from the placement year into the final year of the programme will be managed. In particular it was not clear if students would be registered or enrolled whilst on placement or how the placement year tied into credit accumulation. The visitors felt specific clarification was required to illustrate how assessment regulations permit students to register on a module in the fourth year of the programme designed to integrate the placement year which is undertaken in the third year of the programme. Additionally, the visitors felt greater clarity was required to explain how a student who fails elements of the BSc (Hons) Applied Biomedical Science programme and is no longer be eligible for the award will be transferred to the BSc (Hons) Biomedical Science programme or other fall-back awards.

Deadline for conditions to be met: tbc
Expected date visitors' report submitted to Panel for approval: 4 February 2008
Expected date programme submitted to Panel for approval: tbc

RECOMMENDATIONS

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.

Recommendation: The programme team should consider revisiting the student consent protocol to record the instances in which students give consent.

Reason: The programme documentation makes it clear that consent is obtained verbally before every laboratory. However, the decisions are not recorded, and the visitors felt that the education provider would be better able to audit the information if it was recorded. The visitors pointed out that it would be possible to cut down on administration by obtaining consent across a period of time rather than specifically requesting consent from each laboratory procedure.

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. The conditions are of a number and nature that requires a visit to the institution as a means of demonstrating the conditions have been met.

Visitors' signatures:

       Robert Munro

       Robert Keeble

Date: 8 November 2007