

Visitors' report

Name of education provider	University Campus Suffolk
Validating body / Awarding body	Universities of East Anglia and Essex
Programme name	BSc (Hons) Radiotherapy and Oncology
Mode of delivery	Full time
Relevant part of HPC Register	Radiographer
Relevant modality / domain	Therapeutic radiography
Date of visit	16 – 17 March 2011

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Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 15 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'Radiographer' or 'Therapeutic radiographer' must be registered with us. The HPC keep a register of health professionals who meet our standards for their training, professional skills, behaviour and health.

The visitors' report which follows outlines the recommended outcome made by the visitors on the ongoing approval of the programme. This recommended outcome was accepted by the Education and Training Committee (Committee) on 12 May 2011. At the Committee meeting on 12 May 2011, the ongoing approval of the programme was re-confirmed. This means that the education provider has met the condition(s) outlined in this report and that the programme meets our standards of education and training (SETs) and ensures that those who complete it meet our standards of proficiency (SOPs) for their part of the Register. The programme is now granted open ended approval, subject to satisfactory monitoring.

Introduction

The HPC visited the programme at the education provider to consider major changes proposed to the programme. The major change affected the following standards - programme admissions, programme management and resources, curriculum, practice placements and assessment. The programme was already approved by the HPC and this visit assessed whether the programme continued to meet the standards of education and training (SETs) and continued to ensure that those who complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

This visit was part of a joint event. The education provider and validating validated the programme and the professional body considered their accreditation of the programme. The visit also considered the following programme – BSc (Hons) Diagnostic Radiography, Full time. The education provider, the professional body and the HPC formed a joint panel, with an independent chair and secretary, supplied by the education provider. Whilst the joint panel participated in collaborative scrutiny of all the programmes and dialogue throughout the visit; this report covers the HPC's recommendations on this programme only. A separate report exists for the other programme. As an independent regulatory body, the HPC's recommended outcome is independent and impartial and based solely on the HPC's standards. A separate report produced by the education provider and the professional body outline their decisions on the programmes' status.

Visit details

Name of HPC visitors and profession	Martin Benwell (Diagnostic radiographer) Russell Hart (Therapeutic radiographer)
HPC executive officer(s) (in attendance)	Mandy Hargood
Proposed student numbers	22
Initial approval	September 2006
Effective date that programme approval reconfirmed from	September 2011
Chair	Rosie Doy (University Campus Suffolk)
Secretary	Alison McQuin (University Campus Suffolk)
Members of the joint panel	Sherrie Green (Internal Panel Member) Christine MacKenzie (Internal Panel Member) Dr Andrew Revitt (Internal Panel Member) Carys Horne (External Panel Member) Nigel Rogers (External Panel Member)

	Member) Carol Smith (Internal Panel Member) Kathryn Burgess (Society and College of Radiographers) Jennifer Edie (Society and College of Radiographers)
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Sources of evidence

Prior to the visit the HPC reviewed the documentation detailed below, sent by the education provider:

	Yes	No	N/A
Programme specification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Descriptions of the modules	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SETs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SOPs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice placement handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
External examiners' reports from the last two years	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

During the visit the HPC saw the following groups or facilities:

	Yes	No	N/A
Senior managers of the education 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/mentors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation (eg specialist laboratories and teaching rooms)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Recommended outcome

To recommend a programme for ongoing approval, the visitors must be assured that the programme meets all of the standards of education and training (SETs) and that those who complete the programme meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that a condition is set on the programme, which must be met before the ongoing approval of the programme is reconfirmed.

The visitors agreed that 56 of the SETs have been met and that a condition should be set on the remaining SET.

Conditions are requirements that the education provider must meet before the programme can be recommended for ongoing approval. Conditions are set when certain standards of education and training have not been met or there is insufficient evidence of the standard being met.

The visitors did not make any recommendations for the programme.

Recommendations are observations on the programme or education provider which do not need to be met before the programme is recommended for ongoing approval. Recommendations are normally set to encourage further enhancements to the programme and are normally set when it is felt that the particular standard of education and training has been met at, or just above the threshold level.

The visitors did not make any commendations on the programme. Commendations are observations of innovative best practice by a programme or education provider.

Conditions

3.14 Where students participate as service users in practical and clinical teaching, appropriate protocols must be used to obtain their consent.

Condition: The education provider must rewrite the current consent to role play form to ensure that students can provide fully informed consent.

Reason: The wording on the consent to role play form provided prior to the visit appeared to the visitors to be ambiguous. It was unclear what students were giving consent for and the consequences of not consenting to role play during practice sessions.

At the meeting with the students they said that they were unclear as to whether they had signed forms giving their consent to role play throughout the course of the programme. During the meeting with the programme team, the programme leaders informed the visitors that students signed two consent forms during induction week. As this was a very busy time and the students took so much information on board it was unlikely that the students had any recollection of signing the two consent forms for the programme. The second form gives consent for students to be filmed during practical sessions and the visitors were happy with this form. The programme team told the visitors they have reflected on the consent forms and considered that the form needed revision to ensure any ambiguity in what the students were being asked to consent to was removed. The team also reported that in future all students will be asked to complete the consent forms on an annual basis to ensure that students were fully aware about consent throughout the programme.

Therefore the visitors would like to receive the revised consent to role play form to ensure students can provide fully informed consent throughout each year of their programme of study to ensure that this standard is met.

Martin Benwell
Russell Hart