

## Visitors' report

<b>Name of education provider</b>	University of Surrey
<b>Programme name</b>	BSc (Hons) Nutrition/Dietetics
<b>Mode of delivery</b>	Full time
<b>Relevant part of HPC Register</b>	Dietitian
<b>Date of visit</b>	18 – 19 October 2011

## Contents

Contents .....	1
Executive summary .....	2
Introduction.....	3
Visit details .....	3
Sources of evidence .....	4
Recommended outcome .....	5
Conditions.....	6

## 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 'Dietitian' 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 10 May 2012. At the Committee meeting on 10 May 2012 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 issues raised by the previous year's annual monitoring process. The issues raised by annual monitoring affected the following standards - programme management and resources, curriculum, 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 an HPC only visit. The education provider did not validate or review the programme at the visit and the professional body did not consider their accreditation of the programme. The education provider supplied an independent chair and secretary for the visit.

## Visit details

Name of HPC visitors and profession	Pauline Douglas (Dietitian) Susan Lennie (Dietitian)
HPC executive officer(s) (in attendance)	Victoria Adenugba
HPC observer	Tracey Samuel-Smith
Proposed student numbers	38
First approved intake	1 September 2002
Effective date that programme approval reconfirmed from	1 September 2012
Chair	Sue Rye (University of Surrey)
Secretary	Janet Challis (University of Surrey)

## 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"/>
Fitness to Practise/Placement arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nutrition programme review meeting minutes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stakeholder meeting minutes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nutrition and Dietetics Staff structure	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Approval Process for Dietetic Practice Placements	<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"/>
Education provider	<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 number of conditions are set on the programme, all of which must be met before the ongoing approval of the programme is reconfirmed.

The visitors agreed that 50 of the SETs have been met and that conditions should be set on the remaining 7 SETs.

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.

## Conditions

### **2.6 The admissions procedures must apply selection and entry criteria, including accreditation of prior (experiential) learning and other inclusion mechanisms.**

**Condition:** The education provider must provide clarification to applicants about their policy on the accreditation of prior (experiential) learning (APEL) for the programme.

**Reason:** From discussions with the education provider the visitors learnt that current students on the programme were not eligible for APEL. However the education provider also stated that if in the future it arose that a student was eligible for APEL this could be offered and the institution wide APEL policy would be used.

The visitors found the education provider's current policy unclear and could not find evidence within the documentation provided to applicants about the programmes position on APEL. The visitors require that the education provider clearly makes known to applicants their policy for APEL before applicants make an informed choice or the education provider makes an offer on this programme. For this SET to continue to be met the visitors need to receive revised documentation that clearly states the programmes position on APEL to all applicants.

### **3.3 The programme must have regular monitoring and evaluation systems in place.**

**Condition:** The education provider must provide evidence of regular formalised on-going monitoring and evaluation systems in place for all of their practice placement settings.

**Reason:** The visitors received as part of the visit documentation the audit used to initially approve practice placements. However there was no documentary evidence showing how placements were to be monitored once they had been approved. During discussion with the programme team the visitors learnt that there was no formal on-going monitoring mechanism in place. However informal monitoring of practice placements was carried out by Nutrition and Dietetic programme staff who visited each student whilst they were on placement and feedback was also collated from students and practice placement educators after a student had completed a placement.

The visitors did not receive evidence of what checks the Nutrition and Dietetic programme staff made when they visited a placement and they felt there was insufficient evidence that showed how the current system monitored and evaluated the on-going quality of practice placements as without the formal on-going monitoring the visitors were unsure as to how the education provider continued to evaluate their practice placements. The visitors therefore require documentary evidence of the formalised regular monitoring and evaluation systems that the education provider will use to ensure that all their practice

placements remain appropriate and effective for the programme to ensure this standard is being met.

### **5.3 The practice placement settings must provide a safe and supportive environment.**

**Condition:** The education provider must ensure that all placement settings for the programme maintain safe and supportive environments.

**Reason:** The visitors received as part of the visit documentation the audit used to initially approve practice placements to make sure they were safe and supportive environments before they are approved. However there was no indication as to how the education provider monitored placements to make sure safety policies and procedures remained in place. During discussion with the programme team the visitors learnt that there was no formal on-going monitoring mechanism in place to monitor placements. However Nutrition and Dietetic programme staff visited each student whilst they were on placement to ensure that there were no issues and the placement continued to meet the student's needs. No evidence was presented about what the Nutrition and Dietetic programme staff assessed when they visited a placement or how they ensured that safety policies and procedures remained in place and how this information was documented.

The visitors were concerned that the informal monitoring of placements was not sufficiently checking the on-going quality of practice placements to make sure students remained safe in a rapidly changing health setting. As the education provider has overall responsibility for the quality of all their placement settings the visitors require documentation that demonstrates how the education provider ensures that all practice placements remain safe and supportive environments after they have been initially approved.

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

**Condition:** The education provider must ensure that all placements settings for the programme are subject to a formalised on-going monitoring process and that an implementation plan is put into place to facilitate this.

**Reason:** The visitors received as part of the visit documentation the audit used to initially approve practice placements. However there was no indication as to how placements were monitored after they were approved. During discussion with the programme team the visitors learnt that there was no formal monitoring mechanism in place to monitor placements after initial approval. Informal monitoring of placements was carried out by Nutrition and Dietetic programme staff who visited each student whilst they were on placement to ensure that there were no issues and the placement continued to meet the student's needs. Feedback was also collated from students and practice placement educators after a student had completed a placement. At placements where concerns had been raised by students the education provider arranged a visit and met with the placement educators to explore the concerns.

The visitors are concerned that the informal monitoring of placements was not thoroughly checking the on-going quality of practice placements to make sure students remained safe in a rapidly changing health setting or how they ensured that placements remained appropriate environments for students to learn. As the education provider has overall responsibility for the quality of all their placement settings the visitors require documentation that demonstrates how the education provider will ensure that all practice placements settings are subject to a formalised on-going monitoring process and how this monitoring process will be implemented to ensure that the programme has a thorough and effective system in place for monitoring all their placements.

### **5.5 The placement providers must have equality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored.**

**Condition:** The education provider must provide evidence to demonstrate how they ensure that all their placement providers have equality and diversity policies in place and how these policies are implemented and monitored.

**Reason:** The visitors received as part of the visit documentation the audit used to initially approve practice placements which checks the equality and diversity policies of new placements before they are approved. However there was no evidence as to how the programme team monitored placements to ensure that equality and diversity policies continued to be implemented after initial approval. During discussion with the programme team the visitors learnt that there was no formal on-going monitoring mechanism in place to monitor the equality and diversity policies at placements. Nutrition and Dietetic programme staff visited each student whilst they were on placement to ensure that there were no issues and the placement continued to meet the student's needs however they did not monitor the equality and diversity policies during these visits.

Without the formal on-going monitoring the visitors were unsure as to how the education provider ensured equality and diversity policies remained in place and were being implemented at all their practice placements. As the education provider has overall responsibility for the quality of all their placement settings the visitors require documentation that demonstrates how the education provider will ensure that all practice placements are subject to a formalised on-going monitoring process which checks that equality and diversity policies remain relevant and in place.

### **5.6 There must be an adequate number of appropriately qualified and experienced staff at the practice placement setting.**

**Condition:** The education provider must provide evidence to demonstrate how they ensure that there is an adequate number of appropriately qualified and experienced staff at practice placement settings after their initial approval.

**Reason:** The visitors received as part of the visit documentation the audit used to initially approve practice placements which checks the number of appropriately qualified and experienced staff at the practice placement setting before they are approved. However there was no indication as to how this was monitored to



ensure that there remained a sufficient amount of appropriately qualified and experienced staff to support students in their learning after a placements initial approval. During discussions with the programme team the visitors learnt that Nutrition and Dietetic programme staff visited each student whilst they were on placement to ensure that there were no issues and the placement continued to meet student's needs. No evidence was presented of what the Nutrition and Dietetic programme staff reviewed when they visited a placement setting and how they checked the number of appropriately qualified and experienced staff at each placement setting they visited.

Without the formal on-going monitoring the visitors were unsure as to how the education provider ensured the level of appropriately qualified and experienced staff at their placement settings remained adequate. As the education provider has overall responsibility for the quality of all their placement settings the visitors require documentation that outlines the on-going monitoring systems the education provider will use to ensure practice placement settings maintain a sufficient amount of appropriately qualified and experienced staff after their initial approval.

#### **5.9 Practice placement educators must be appropriately registered, unless other arrangements are agreed.**

**Condition:** The education provider must provide evidence to demonstrate how they monitor practice placement educators to make sure they remain appropriately registered, unless other arrangements are agreed.

**Reason:** The visitors received as part of the visit documentation the audit used to initially approve practice placements which checks that practice placement educators are appropriately registered, unless other arrangements are agreed, before a practice placement is approved. However there was no indication as to how the programme team monitored practice placement educators' registration status to ensure they remained on the relevant register. During discussions with the programme team the visitors learnt that the registration status of practice placement educators was checked at the initial approval however no on-going checks were made as they expect the placement settings to make these checks. No evidence was presented at the visit as to how the education provider made sure placement settings checked all placement educators' registration status and notified them of this.

Without the formal on-going monitoring the visitors were unsure as to how the education provider ensured that all practice placement educators remained appropriately registered. As the education provider has overall responsibility for the quality of all their placement settings the visitors require documentation that demonstrates the on-going monitoring procedures which will ensure placement educators remain appropriately registered before they take on students, unless other arrangements have been agreed.

Pauline Douglas  
Susan Lennie