

Health Professions Council

Visitors' report

Name of education provider	University of Hertfordshire
Name and titles of programme(s)	BSc (Hons) Dietetics
Mode of Delivery (FT/PT)	Full Time
Date of Visit	4 th /5 th May 2006
Proposed date of approval to commence	Sept 2006
Name of HPC visitors attending (including member type and professional area)	Gill Pearson Alison Nicholls
HPC Executive officer(s) (in attendance)	Abigail Creighton
Joint panel members in attendance (name and delegation):	Edwina Byass (Chair) Jan Turner (Internal validation panel member) Helen Barker (External validation panel member – Coventry University) Sue Kellie (External validation panel member – British Dietetic Association) Claire Hanley (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	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme team	X	<input type="checkbox"/>	<input type="checkbox"/>
Placements providers and educators	X	<input type="checkbox"/>	<input type="checkbox"/>
Students (current or past as appropriate)	X	<input type="checkbox"/>	<input type="checkbox"/>

Confirmation of facilities inspected

	Yes	No	N/A
Library learning centre	X	<input type="checkbox"/>	<input type="checkbox"/>
IT facilities	X	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation	X	<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"/>	X
2	<input type="checkbox"/>	<input type="checkbox"/>	X
3	<input type="checkbox"/>	<input type="checkbox"/>	X

Proposed student cohort intake number please state	24
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ALL CONDITIONS MET - PROGRAMME APPROVED

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: Evidence must be provided to show that the applicants are given information about the placement provision, including information about timing, location and travel and how this is funded.

Reason: Applicants will need this information in order to make an informed choice about whether to accept an offer of a place on the programme.

SET 3. Programme management and resource standards

3.2 The programme must be managed effectively.

Condition: Evidence of a partnership agreement with North Hertfordshire College must be provided.

Reason: The partnership agreement should include information about which learning outcomes the partner institution is delivering, and under whose regulations and disciplinary procedures both students and staff exist. This will make clear individual responsibilities and identify, should any problems arise, the procedures for dealing with these problems.

3.4 There must be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.

Condition: Evidence of the appointment of the Senior Lecturer/Clinical co-ordinator, and her/his CV must be provided by the start of the programme.

Reason: An additional dietitian is required to both deliver the programme, and to support the practice placement educators.

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

Condition: Evidence that the University has both a Nutrition Scientist and Public Health specialist to deliver these subject areas must be provided in the form of a CV for each.

Reason: Specialist expertise is required to deliver both these core subject areas. There is no evidence that University currently has these relevant staff members, or access to them.

SET 4. Curriculum Standards

4.1 The learning outcomes must ensure that those who successfully complete the programme meet the standards of proficiency for their part of the Register.

Condition: The learning outcomes must make it clear how the programme meets the following standards of proficiency:-

- 2b.1
- 2b.2
- 2b.3
- 3a.1

Reason: It is not evident from the existing learning outcomes and module content that the graduates will have the necessary skills and knowledge in the area of research and menu planning to meet the Standard of Proficiency 2b.

The subject areas that require explicit learning outcomes included to meet the Standard of Proficiency 3a.1 are food science, genetics, immunology, microbiology, nutrition, catering, public health, and educational methods.

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

Condition: The learning outcomes must make it clear how the curriculum reflects the knowledge base articulated by the profession

Reason: The current learning outcomes and module content do not show that the knowledge base of the students meet either the Dietetic Subject Benchmark Statements or the profession specific guidelines. There is no evidence of sufficient development or progression of learning in certain core areas; these are food science, genetics, immunology, microbiology, nutrition, including nutritional research methodology and skills, catering, public health and educational methods (particularly group education).

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

Condition: It must be made evident in the programme how the students will develop the skills in, and knowledge of nutritional research to critically assess nutritional research evidence.

Reason: Being able to undertake and interpret nutrition research is a core skill for dietitians; it is not clear from the programme documents how this is met.

SET 6. *Assessment standards*

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

Condition: The assessment tool criteria and/or the pass mark must be reviewed to ensure that students passing these modules meet the Standards of Proficiency.

Reason: Students who pass the clinical placement modules at Level 3 with a mark of 40 – 50% will not meet the Standards of Proficiency.

6.7.5 for the appointment of at least one external examiner from the relevant part of the Register.

Condition: Evidence must be provided of the appointment of an external examiner from the relevant part of the register.

Reason: The HPC must be assured that this Standard is met.

Deadline for Conditions to be met: 20 June 2006

To be submitted to Approvals Panel/Committee on: 3 August 2006

RECOMMENDATIONS

SET 2 *Programme admissions*

The admission procedures must:

2.2 apply selection and entry criteria, including:

Recommendation: The course team devise an interview scoring system.

Reason: This will aid in the objectivity and transparency of decisions about applicants suitability for the course.

SET 4. *Curriculum Standards*

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

Recommendation: The course team map the subject areas to be covered in the academic curriculum and in the clinical placements in a chronological order and across modules.

Reason: This will ensure that relevant areas are covered prior to each placement and the knowledge is built on in the placements.

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.

Recommendation: More use of examinations is made in Level 1.

Reason: Examinations allow for evidence to be collected against a large number of learning outcomes, and can assess a broader range of knowledge which may be more appropriate at Level 1.

Commendations

It is clear from the visit and documentation that there was excellent collaboration and joint working with the practice placement providers.

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:

Gill Pearson

Alison Nicholls

Date: 16 May 2006