Health Professions Council

Visitors' report

Name of education provider	University of Paisley
Name and titles of programme(s)	BSc(Hons) Applied Biomedical Science
Mode of Delivery (FT/PT)	FT
Date of Visit	14/15 Feb 2007
Proposed date of approval to commence	September 2007
Name of HPC visitors attending (including member type and professional area)	Mr Thomas Cavanagh, Biomedical Scientist Prof William Gilmore, Biomedical Scientist
HPC Executive officer(s) (in attendance)	Mr Chris Hipkins
Joint panel members in attendance (name and delegation):	Mr Ian Smith, Dean, School of Education, University of Paisley (Chair) Mr D Bishop, Pathology Department, Ninewells Hospital and Medical School NHS (representing IBMS) Mrs Liz Kennedy, Director, University Campus, Ayr, University of Paisley Professor Paul Whiting, Faculty of Health & Life Sciences, De Montford University (representing IBMS) Mr Alan Wainwright, Institute of Biomedical Science Ms Nina Anderson, Quality Enhancement Unit, University of Paisley Mr Kim Macintyre, Quality Enhancement Unit, University of Paisley

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 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	15-20

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 documentation must be revised to make professional body and regulatory requirements clear to students before they take up the programme.

Reason: Currently students do not receive this information until towards the end of the programme, by which time they will have already invested considerable time and resources.

2.2 apply selection and entry criteria, including criminal convictions checks

Condition: The documentation must be revised to make it clear that CRB checks should be completed before a student commences the programme.

Reason: CRB checks are not currently required until students begin practice placement. By this time they will have invested considerable time and resources into a programme they may be prevented from completing.

SET 3. *Programme management and resource standards*

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

Condition: The programme team needs to be revised to ensure that there are sufficient teaching staff with recent clinical experience.

Reason: CVs provided for the current fulltime staff do not provide sufficient evidence that there are sufficient staff with recent clinical experience teaching on the programme.

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 module descriptors must be re-written to ensure that professional ethics and responsibility are integral to the programme, including a basic overview towards the beginning of the programme.

Reason: Professional ethics and responsibility are not currently taught until towards the end of the university-based part of the programme.

SET 5. *Practice placements standards*

5.2 There must be an adequate number of appropriately qualified and experienced staff at the placement.
5.8.2 Unless other arrangements are agreed, practice placement educators must be appropriately registered.

Condition: The University must provide a list of all staff involved in supervising practice placements and their CVs, along with an explanation of how they will ensure that those staff are appropriately registered.

Reason: The University did not provide reassurance that there were adequate mechanisms in place to ensure that placements were supervised by appropriately qualified and experienced staff.

5.5 The number, duration and range of placements must be appropriate to the achievement of the learning outcomes.

Condition: The programme team must ensure that sufficient time is allocated to ensure that the learning outcomes identified for practice placement can be met.

Reason: It is not currently clear that sufficient time is allocated to ensure placement learning outcomes can be met on placement or where the learning outcomes are unable to be met on placement, alternative arrangements are made to ensure these learning outcomes are covered within the University-based components of the programme.

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

Condition: Further evidence must be provided as to how the University's existing policies and processes for work-based/placement learning will be implemented for this programme.

Reason: It is currently unclear how the programme team will coordinate practice placement components of the 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 ensure that all practice placement educators are provided with information on the learning outcomes to be achieved at the practice placement.

Reason: Some practice placement providers spoken to during the visit had not been provided with detailed information on the learning outcomes to be achieved (for example, they had not seen the module descriptors).

5.7.5 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of communication and lines of responsibility.
5.9 There must be collaboration between the education provider and practice placement providers.
5.10 The education provider must ensure necessary information is supplied to practice placement providers.
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 implement a system of regular, minuted meetings with placement providers to monitor how placements are progressing and identify any issues that need to be resolved.

Reason: Discussion with placement providers identified a differing degree of knowledge about the programme and the learning outcomes sought from the placements. There was also a wide variation in the quality of the communication between the programme team and the placement educators.

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

Condition: The University must provide a written description of how they will ensure those involved in supervising placements have undertaken appropriate educator training programmes.

Reason: The current system is inadequately defined and does not provide assurance that placement supervisors will be adequately skilled in training and assessment techniques.

RECOMMENDATIONS

SET 3. Programme management and resource standards

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

Recommendation: The University should give consideration to refurbishment of the present laboratory teaching areas.

Reason: While current facilities are adequate, there are some concerns that if overcrowded, the existing laboratories may not provide an optimal and safe learning environment. The height of the benches, provision of wash basins, and the control of environmental temperatures are particular areas worthy of attention.

COMMENDATIONS

The Visitors were impressed by the quality of the library and IT facilities, and the quality of the support available from the librarians and IT support staff.

Students spoke highly of their experience on the existing non co-terminus programme and indicated they would like to continue their involvement with the University should postgraduate opportunities arise in the future.

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: **Mr Thomas Cavanagh**

Prof William Gilmore

Date: **16 February 2007**