

Health Professions Council

Visitors' report

Name of education provider	University of Ulster
Name and titles of programme(s)	BSc (Hons) Radiography (Diagnostic) BSc (Hons) Radiography (Therapeutic) BSc (Hons) Speech and Language Therapy BSc (Hons) Physiotherapy BSc (Hons) Occupational Therapy
Mode of Delivery (FT/PT)	FT
Date of Visit	13-15 March 2007
Proposed date of approval to commence	September 2007
Name of HPC visitors attending (including member type and professional area)	<p>Radiography Linda Mutema (Radiographer - Diagnostic, Educationalist) Anne-Marie Conway (Radiographer - Therapeutic, Educationalist)</p> <p>Speech and Language Therapy Gillian Stevenson (Speech and Language Therapist, Clinician) Lorna Povey (Speech and Language Therapist, Clinician) Carol Lloyd (Occupational Therapist, Educationalist)</p> <p>Physiotherapy Katie Bosworth (Clinician, Physiotherapist) Anthony Power (Educationalist/Clinician, Physiotherapist)</p> <p>Occupational Therapy Margaret Shanahan (Educationalist, Occupational Therapist) Carol Lloyd (Educationalist, Occupational Therapist) Katie Bosworth (Clinician, Physiotherapist)</p>
HPC Executive officer(s) (in attendance)	Osama Ammar Abigail Creighton
Joint panel members in attendance (name and delegation):	<p>Professor D McAlister (Chair) Pro-Vice Chancellor, Teaching and Learning, University of Ulster</p> <p>Professor B Hannigan, Pro-Vice Chancellor, Research and Innovation, University of Ulster</p> <p>Ms C Roulston, Head of School of Economics and Politics, University of Ulster</p> <p>Mrs C Avery, Academic Office, University of Ulster</p>

	<p>Mrs R McCluskey, Academic Office</p> <p>Ms G Dooher, Quality Management and Audit Unit</p> <p>Mrs J Davison, Programme Leader for Occupational Therapy, University of Teesside</p> <p>Mrs J Hussey, Head of Department for Physiotherapy, The University of Dublin</p> <p>Mr M West, Senior Lecturer in Radiography, Cardiff University</p> <p>Ms R Williams, Senior Lecturer in Speech and Language Therapy, City University</p> <p>Mrs R Heames, College of Occupational Therapy, Head of Occupational Therapy, Coventry University</p> <p>Ms J Jepson, College of Occupational Therapy, Senior Lecturer Occupational Therapy, University of East Anglia</p> <p>Ms K Holmes, Education Officer (Accreditation), College of Occupational Therapy</p> <p>Ms S Eastburn, Chartered Society of Physiotherapists, Head of Division of Rehabilitation, University of Huddersfield</p> <p>Ms J Carey, Education Officer, Chartered Society of Physiotherapy</p> <p>Mr R Price, College of Radiography, Head of School Health and Emergency Professions, University of Hertfordshire</p> <p>Ms P Pimm, College of Radiography Radiotherapy Services Manager, Velindre Hospital, Cardiff</p> <p>Professor J Stansfield, Royal College of Speech and Language Therapy, Professor of Speech Pathology, Manchester Metropolitan University</p> <p>Ms R Hussain, Professional Development Standards Manager, Royal College of Speech and Language Therapy</p>
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Scope of visit (please tick)

New programme	<input type="checkbox"/>
Major change to existing programme	<input checked="" type="checkbox"/>
Visit initiated through Annual Monitoring	<input checked="" type="checkbox"/>
Programme not visited since publication date of QAA subject benchmark statements	<input checked="" type="checkbox"/>

Confirmation of meetings held

	Yes	No	N/A
Senior personnel of provider with responsibility for resources for the	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

programme			
Programme team	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Placements providers and educators	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students (current or past as appropriate)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Confirmation of facilities inspected

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

ALL CONDITIONS MET

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 For BSc (Hons) Speech and Language Therapy, the annual monitoring submission raised issues for investigation under SET 3, specifically around staff number adequacy.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Proposed student cohort intake number please state	RAD (D) – 50 RAD (T) - 12 SLT - 30 PH - 70 OT - 60
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ALL CONDITIONS MET

The following summarises the key outcomes of the Approvals event and provides reasons for the decision.

GENERIC CONDITIONS

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 programme team must redraft and resubmit the programme documentation to include increased referencing in required reading lists of the HPC Standards of Conduct, Performance and Ethics.

Reason: Across all the programmes, the Visitors felt that reference was made to professional body standards for conduct, performance and ethics, but that more direction to the HPC standards is required to ensure students are aware of thresholds they are expected to meet whilst in education and when registered.

SET 6. *Assessment standards*

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 include greater detail in the information provided on assessment methods in the module descriptors.

Reason: Across all the programmes, the Visitors noted details regarding particular assessments, such as word limits and durations of examinations, were absent from some module descriptors, but in particular in modules shared across all the programmes. In order to be able to determine the effectiveness of the assessment methods in measuring attainment of learning outcomes, the Visitors felt this information is required.

RADIOGRAPHY SPECIFIC CONDITIONS

SET 3. *Programme management and resource standards*

3.10 The learning resources, including the stock of periodicals and subject books, and IT facilities, including internet access, must be appropriate to the curriculum and must be readily available to students and staff.

Condition: The programme team must redraft and resubmit the programme documentation to review all module descriptors in the therapeutic and diagnostic disciplines to ensure the inclusion of the most relevant and current texts. In this review, the programme team should ensure that there is consistency in selection of texts across modules.

Reason: The Visitors commented that the reading lists issued in the module descriptors contained texts that were not the most recent editions. Further, the Visitors felt there was a range of texts being recommended and required across modules and that that it would be more appropriate to the curriculum to have consistency in texts required and recommended.

SET 5. Practice placements standards

5.7 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the following:

5.7.1 the learning outcomes to be achieved;

5.7.2 timings and the duration of any placement experience and associated records to be maintained;

5.7.3 expectations of professional conduct;

5.7.4 the assessment procedures including the implications of, and any action to be taken in the case of failure; and

5.7.5 communication and lines of responsibility.

5.10 The education provider must ensure necessary information is supplied to practice placement providers.

Condition: The programme team must submit the placement handbook issued to placement educators in the therapeutic discipline and re-draft and resubmit the student handbook for both therapeutic and diagnostic disciplines. These documents must be submitted electronically.

Reason: The placement handbook issued to radiotherapy placement educators was not received until the day of the event and as is the case with the student handbook contained outdated information and terminology regarding regulatory status. The Visitors felt the documentation must be resubmitted in order to ensure that placement educators and students received up to date and correct information regarding placements.

SET 6. Assessment standards

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 submit evidence of a consistent formal documentary process for providing feedback on coursework assessment.

Reason: In discussion with the students, the Visitors noted that the process of providing feedback on coursework assessments was not consistently applied across all modules. In order to evidence students will receive similar levels of feedback to be able to adequately measure their own performance and progression against objective criteria the Visitors felt it was necessary to put in place a consistent process of feedback.

OCCUPATIONAL THERAPY SPECIFIC 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 programme team must redraft and resubmit the information which details the relationship between the programme and the Health Professions Council. The redrafted information should clarify the relationship between holding the qualification and access to the HPC Register.

Reason: The current handbook, in places, does not make clear to applicants that completion of the BSc (Hons) programme leads to eligibility to apply for, rather than automatic entitlement for registration with the Health Professions Council.

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 programme team must revisit the overall aims of the programme to ensure that the programme produces graduates who are safe practitioners.

Reason: The current overall aims for the programme seek to produce students who are competent and effective practitioners; there is no reference to producing students who are safe practitioners. Through the learning outcomes at the module level, it is clear that the programme will produce practitioners who are safe and in discussion with the programme team, it was clear that the word was omitted from the documentation in error. The visitors agreed that the programme aims should be revisited to provide clarity.

SET 6. Assessment standards

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

Condition: The programme team must review the documentation relating to the placement components of the programme so that it is explicit how students progress through the placements modules at the different levels. This revised information should make clear the number of re-sit opportunities (at each level and overall) as well as the implications of failure and the procedure for re-attempting each placement module.

Reason: Currently it is not clear from the documentation how students progress through each of the placement modules and in particular what the implications are for failing one of the year two placements. The visitors need to be clear of the arrangements and the implications of failure, so they can ensure themselves that there is a balance between supporting students and making sure that those who complete the programme are fit to practise.

Deadline for conditions to be met: 24th May 2007

Expected date visitors' report submitted to Panel for approval: 12th June 2007

Expected date programme submitted to Panel for approval: 5th July 2007

RADIOGRAPHY SPECIFIC RECOMMENDATIONS

SET 3. Programme management and resource standards

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

Date	Ver.	Dept/Cmte	Doc Type	Title	Status	Int. Aud.
2007-05-10	c		APV	Visitors' Report - University of Ulster - Multiprofessional Event March 2007	Final DD: None	Public RD: None

Recommendation: The University of Ulster should review the staffing level on both the diagnostic and therapeutic programme teams to bring it in line with other healthcare disciplines and to ensure there is adequate support to both disciplines.

Reason: The visitors noted the staff-student ratio on the radiography programme was higher than in other programmes of study. However, the Visitors felt from discussions with students and staff that there was adequate support to deliver an effective programme. In discussion it was clear that consideration was being made to transfer a member of staff from one discipline to another and the Visitors wanted to ensure that this would not cause an imbalance in the adequacy of staff numbers between disciplines.

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.

Recommendation: The programme team should map the programme to the College of Radiography curriculum framework.

Reason: In discussion, it was clear that the professional body representatives and the Visitors felt the programme did meet the curriculum guidance issued for the profession, however, the Visitors noted that through a comprehensive mapping of the programme to the College of Radiography curriculum framework it would be clearer how the programme relates to the guidance and therefore how the programme meets this standard of education and training.

OCCUPATIONAL THERAPY SPECIFIC RECOMMENDATIONS

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.

Recommendation: The programme team should consider revising the learning outcomes in the module 'Psychosociocultural Influences on Occupation and Health' (OTH311J1) which relate specifically to counselling skills and techniques.

Reason: The Visitors were concerned that the current wording in the learning outcomes was misleading to students as it suggested that those who successfully completed the module could be competent in selecting and applying counselling skills and techniques. These are the specific skills and techniques of the counselling profession and not achievable by students on an occupational therapy programme.

GENERIC COMMENDATIONS

The Visitors commend:

- The Learning Resource Centre viewed in the tour of facilities. The Visitors were impressed by the facilities available for IT, and study spaces as well as the high standard of the accommodation.

- The transition from four-year programmes to three-year programmes which the Visitors viewed as being well managed, particularly in reference to stakeholder involvement.

PHYSIOTHERAPY SPECIFIC COMMENDATIONS

- The strong link exhibited between research informing teaching and practice.

SPEECH AND LANGUAGE THERAPY SPECIFIC COMMENDATIONS

- The excellent collaboration between the University speech and language therapy team and the practice placement providers.
- The pastoral, clinical and academic support for students on the programme from the University speech and language therapy team.
- The speech and language therapy programme team's use of research to inform clinical teaching.

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:

Radiography

Linda Mutema
Anne-Marie Conway

Speech and Language Therapy

Gillian Stevenson
Lorna Povey
Carol Lloyd

Physiotherapy

Katie Bosworth
Anthony Power

Occupational Therapy

Margaret Shanahan
Carol Lloyd
Katie Bosworth

Date: 30/03/07