

## HCPC approval process report

Education provider	University of East Anglia
Name of programme(s)	Independent and Supplementary Prescribing for PA, PH and TRad, Part time Independent and Supplementary Prescribing for PA, PH and TRad, Part time
Approval visit date	20 November 2018
Case reference	CAS-13482-K8F2B4

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### Executive Summary

We are the Health and Care Professions Council (HCPC), a regulator set up to protect the public. We set standards for education and training, professional knowledge and skills, conduct, performance and ethics; keep a register of professionals who meet those standards; approve programmes which professionals must complete before they can register with us; and take action when professionals on our Register do not meet our standards.

The following is a report on the approval process undertaken by the HCPC to ensure that programme(s) detailed in this report meet our standards for prescribing (for education providers) (referred to through this report as ‘our standards’). The report details the process itself, the evidence considered, and recommendations made regarding programme approval.

## Section 1: Our regulatory approach

### Our standards

We approve programmes that meet our education standards, which ensure individuals that complete the programmes meet proficiency standards. The proficiency standards set out what a registrant should know, understand and be able to do when they complete their education and training. The education standards are outcome focused, enabling education providers to deliver programmes in different ways, as long as individuals who complete the programme meet the relevant proficiency standards.

Programmes are normally [approved on an open-ended basis](#), subject to satisfactory engagement with our monitoring processes. Programmes we have approved are listed [on our website](#).

### How we make our decisions

We make independent evidence based decisions about programme approval. For all assessments, we ensure that we have profession specific input in our decision making. In order to do this, we appoint [partner visitors](#) to undertake assessment of evidence presented through our processes. The visitors make recommendations to the Education and Training Committee (ETC). Education providers have the right of reply to the recommendation of the visitors, inclusive of conditions and recommendations. If an education provider wishes to, they can supply 'observations' as part of the process.

The ETC make decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process reports, and any observations from education providers (if submitted). The Committee meets in public on a regular basis and their decisions are available to view [on our website](#).

### HCPC panel

We always appoint at least one partner visitor from the profession (inclusive of modality and / or entitlement, where applicable) with which the assessment is concerned. We also ensure that visitors are supported in their assessment by a member of the HCPC executive team. Details of the HCPC panel for this assessment are as follows:

Ian Hughes	Lay
James Pickard	Independent prescriber
Ruth Baker	Practitioner psychologist - Clinical psychologist
Tamara Wasylec	HCPC executive

### Other groups involved in the approval visit

There were other groups in attendance at the approval visit as follows. Although we engage in collaborative scrutiny of programmes, we come to our decisions independently.

Susanne Lindqvist	Independent chair (supplied by the education provider)	University of East Anglia
Robbie Meehan	Secretary (supplied by the education provider)	University of East Anglia

## Section 2: Programme details

Programme name	Independent and Supplementary Prescribing for PA, PH and TRad
Mode of study	PT (Part time)
Entitlement	Independent prescribing
Proposed First intake	01 March 2019
Maximum learner cohort	Up to 20
Intakes per year	2
Assessment reference	APP01991

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Assessment reference	APP01992

We undertook this assessment of new programmes proposed by the education provider via the approval process. This involves consideration of documentary evidence and an onsite approval visit, to consider whether the programme meet our standards for the first time.

## Section 3: Requirements to commence assessment

In order for us to progress with approval and monitoring assessments, we require certain evidence and information from education providers. The following is a list of evidence that we asked for through this process, and whether that evidence was provided. Education providers are also given the opportunity to include any further supporting evidence as part of their submission. Without a sufficient level of evidence, we need to consider whether we can proceed with the assessment. In this case, we decided that we were able to undertake our assessment with the evidence provided.

Required documentation	Submitted	Reason(s) for non-submission
Programme specification	Yes	
Module descriptor(s)	Yes	
Handbook for learners	Yes	
Handbook for practice based learning	Yes	
Completed education standards mapping document	Yes	
Completed proficiency standards mapping document	Yes	
Curriculum vitae for relevant staff	Yes	
External examiners' reports for the last two years, if applicable	Not Required	This is a new programme so this document is not required.

We also expect to meet the following groups at approval visits:

<b>Group</b>	<b>Met</b>
Learners	Yes
Senior staff	Yes
Practice education providers	Yes
Service users and carers (and / or their representatives)	Yes
Programme team	Yes
Facilities and resources	Yes

## Section 4: Outcome from first review

### **Recommendation of the visitors**

In considering the evidence provided by the education provider as part of the initial submission and at the approval visit, the visitors' recommend that there was insufficient evidence to demonstrate that our standards are met at this time, but that the programme(s) should be approved subject to the conditions noted below being met.

### **Conditions**

Conditions are requirements that must be met before programmes can be approved. We set conditions when there is insufficient evidence that standards are met. The visitors were satisfied that a number of the standards are met at this stage. However, the visitors were not satisfied that there is evidence that demonstrates that the following standards are met, for the reasons detailed below.

We expect education providers to review the issues identified in this report, decide on any changes that they wish to make to programmes, and then provide any further evidence to demonstrate how they meet the conditions. We set a deadline for responding to the conditions of 15 January 2019.

### **B.8 The resources to support student learning in all settings must be effectively used.**

**Condition:** The education provider must ensure that the documentation available to learners is consistent and accurate.

**Reason:** In a review of the documentation the visitors noted some inconsistencies in the programme documentation. For instance, on page 6 of volume J the document refers to the professions on the programme as “nurses, midwives, paramedics, therapeutic radiographers and paramedics”. The visitors noted that physiotherapists were missing from the list of professions and that this may be misleading for learners from that profession. Additionally, some of the documentation contained a page footer which referenced a course title “V300: Independent and supplementary prescribing” or “HCPC V300 supervisor handbook”. The visitors noted that this too could be misleading for staff, Designated Medical Practitioners (DMPs) and learners as that is not the programme title. The education provider noted that these would be reviewed and amended. Therefore, the visitors require the education provider to ensure that the information provided is consistent and reflective of the programme titles and the professions of the learners on the programmes.

## **D.7 The designated medical practitioner must undertake appropriate training.**

**Condition:** The education provider must demonstrate what mandatory training designated medical practitioners (DMPs) must undertake, how it is appropriate for these programmes and how they ensure all DMPs undertake the training.

**Reason:** From a review of the documentation the visitors noted that designated medical practitioners (DMPs) are provided with a supervisor's handbook. In discussions at the visit the visitors were told that the education provider considered the information in the handbook to be sufficient training for the DMPs to prepare for their role as supervisor of learners on independent and supplementary prescribing modules. The visitors also heard from the learners, practice educators (DMPs) and programme team that DMPs do not tend to read the handbook and therefore the education provider cannot ensure that the supervisor's handbook is an effective training resource for DMPs. The visitors also noted that because the DMPs do not read the handbook they are not trained to supervise learners on this programme. Therefore the visitors could not determine how the the education provider checks that DMPs have completed the training prior to supervising learners on the programmes to ensure they are trained to perform their role in these programmes. Therefore, the visitors require additional information demonstrating that the training for DMPs is appropriate, easily accessible and the mechanisms for ensuring that all DMPs undertake the required training. In this way the visitors can ascertain whether this standard is met.

## **D.10 Students and designated medical practitioners must be fully prepared for the practice placement environment which will include information about:**

- **the learning outcomes to be achieved;**
- **the timings and the duration of the experience and associated records to be maintained;**
- **expectations of professional conduct;**
- **the professional standards which students must meet;**
- **the assessment procedures including the implications of, and any action to be taken in case of, failure to progress; and**
- **communication and lines of responsibility.**

**Condition:** The programme team must provide further information which demonstrates how the education provider ensures designated medical practitioners are fully prepared for placements.

**Reason:** From a review of the documentation the visitors noted that designated medical practitioners (DMPs) are provided with a supervisor's handbook and are involved in tripartite meetings with the education provider and learners at the start of the practice element of the programme. In discussions at the visit, the visitors were told that the education provider considered the information in the handbook to be sufficient to prepare the DMP for their role in the delivery of the practice element of the programmes. The visitors also heard from the learners, practice educators (DMPs) and programme team that DMPs do not read the handbook. Therefore the visitors could not see how DMPs who choose not to read the handbook are fully prepared for placement. Additionally, in their review of the supervisor handbook the visitors were unable to see how DMPs who read handbook would access information about the expectations of

professional conduct as described in the HCPC standards of conduct, performance and ethics. As the visitors could not see how this information is communicated to DMPs or how the education provider ensures DMPs read the handbook, the visitors could not determine how DMPs are provided with information about the expectations of learners' professional conduct in the practice setting. Therefore, the visitors require additional information demonstrating how the education provider ensures that DMPs have the information they need about the expectations of professional conduct prior to the start of practice based learning to ensure that they are fully prepared for placement.

**E.1 The assessment strategy and design must ensure that the student who successfully completes the programme has met the standards for independent and / or supplementary prescribers.**

**Condition:** The education provider must provide accurate information regarding compensation for these programmes.

**Reason:** In their reading of the university regulations regarding compensation, the visitors noted that where learners fail a 20 credit, non-core module, they may be able to progress on the programmes. In discussion with the programme team they clarified to the visitors that compensation is not applicable for these programmes and that modules on these programmes are exempt from those regulations. The visitors considered that learners may be misinformed by the information provided in the university regulations. As such, the visitors require the education provider to provide further information which clearly communicates to staff and learners that compensation is not applicable for any element of the programmes.

## Section 5: Visitors' recommendation

Considering the education provider's response to the conditions set out in section 4, the visitors are satisfied that the conditions are met and recommend that the programme(s) are approved.

This report, including the recommendation of the visitors, will be considered at the 06 March 2019 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).