

## HCPC approval process report

Education provider	University of Winchester
Name of programme(s)	BSc (Hons) Nutrition and Dietetics, Full time
Approval visit date	09 December 2020
Case reference	CAS-15621-H3P9H9

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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 of education and training (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:

Fiona McCullough	Dietitian
Sarah Illingworth	Dietitian
Rabie Sultan	HCPC executive

### Other groups involved in the virtual approval visit

There were other groups involved with the approval process as follows. Although we engage in collaborative scrutiny of programmes, we come to our decisions independently.

Lisa Harding	Independent chair (supplied by the education provider)	University of Winchester
Laura Tanter	Secretary (supplied by the education provider)	University of Winchester
Ruth Boocock	Professional Body Representative	British Dietetic Association
Menna Wyn-Wright	Professional Body Representative	British Dietetic Association

## Section 2: Programme details

Programme name	BSc (Hons) Nutrition and Dietetics
Mode of study	FT (Full time)
Profession	Dietitian
Proposed First intake	01 September 2021
Maximum learner cohort	Up to 12
Intakes per year	1
Assessment reference	APP02176

We undertook this assessment of a new programme proposed by the education provider via the approval process. This involved consideration of documentary evidence and a virtual 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 ask for 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.

Type of evidence	Submitted	Comments
Completed education standards mapping document	Yes	
Information about the programme, including relevant policies and procedures, and contractual agreements	Yes	
Descriptions of how the programme delivers and assesses learning	Yes	
Proficiency standards mapping	Yes	
Information provided to applicants and learners	Yes	
Information for those involved with practice-based learning	Yes	
Information that shows how staff resources are sufficient for the delivery of the programme	Yes	
Internal quality monitoring documentation	Not Required	As this is a new programme that is yet to commence, this was not required

Due to the COVID-19 pandemic, the education provider decided to move this event to a virtual (or remote) approval visit. In the table below, we have noted the meeting held, along with reasons for not meeting certain groups (where applicable):

<b>Group</b>	<b>Met</b>	<b>Comments</b>
Learners	Yes	Met a range of learners from the Nursing, Physiotherapy, Sports and Science professions.
Service users and carers (and / or their representatives)	Not Required	We decided it was unnecessary to meet with this group, as visitors were satisfied with the information provided in the documents submission regarding service users and carer involvement
Facilities and resources	Not Required	As the visit was virtual and the visitors were able to determine through the programme documentation that many of the standards had been met, they decided it was unnecessary to have a virtual tour of the facilities and resources.
Senior staff	Yes	
Practice educators	Yes	
Programme team	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 virtual 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 05 February 2021.

### **3.6 There must be an effective process in place to ensure the availability and capacity of practice-based learning for all learners.**

**Condition:** The education provider must demonstrate that there is an effective process in place, to ensure the availability and capacity of practice-based learning for all learners on the programme.

**Reason:** The education provider stated in the mapping document that they are in regular conversation with practice education providers to discuss capacity and make formal agreements including placement numbers. The evidence submitted contained a summary of the discussions held during 'stakeholder engagement events'. The visitors noted that discussions included aspects such as curriculum, practice educator training, structure and timetabling of placements for the proposed programme. However, there was no information to suggest the process to determine availability and capacity of practice-based learning for all learners on this programme.

Prior to the visit, the education provider submitted additional evidence confirming partnership agreements with practice education providers, "Placement Capacity" and "Placement Management Process" documents. From their review of the "Placement Management Process" document, the visitors noted that the Placement Team within the Faculty of Health and Wellbeing has overall responsibility of managing practice-based learning for learners. It was also mentioned that placements will be sourced via existing links with current practice education provider partners and there is an intention to create partnerships with new ones. The visitors noted that the placement management process did not clearly explain the process to determine capacity as it only mentioned generic information regarding the importance of identifying and setting up new placements along with quality assurance mechanisms.

The practice educators informed the visitors that some of them currently take learners from the University of Surrey. They also confirmed that there has been collaboration between them, the University of Surrey and the University of Winchester to ensure all learners will have access to practice-based learning. It was also confirmed that these recent meetings include regular collaboration between practice education providers and the relevant leads from the respective education providers, to formalise an allocation process for all learners. The programme team mentioned that they have mapped their placement dates against the dates for the University of Surrey programme so that there will be no overlap. Additionally, the programme team also confirmed that they will have to undertake the same exercise with the University of Plymouth as all three education providers are operating within a similar geographical setting. The programme team also confirmed that they have managed to secure more placement agreements recently and have had meetings with the both local education providers to formalise a process to determine capacity. However this has slowed down in terms of progress due to COVID-19. The programme team mentioned there are some follow up meetings to take place in January 2021 with practice education providers and the two education providers, to decide and formalise the placements allocation process.

The visitors considered that there is the intention and progress has been made to determine the placement capacity process for learners on the proposed BSc (Hons) Nutrition and Dietetics programme. However, visitors have not seen any information regarding the recent meetings between the stakeholders that were mentioned at the visit. Additionally, without knowing what agreements and discussions will take place in January 2021 between the relevant stakeholders, it was not possible to make a judgement on whether learners on this programme will have access to practice-based learning. This is because the visitors could not determine how the allocation of placements from existing and new practice education provider partners will work, ensuring there is no overlap with learners from the University of Surrey and the University of Plymouth. As such, the visitors could not determine if this standard had been met because they could not determine what process will be in place to ensure the capacity and availability for all learners on this programme. The visitors therefore

require further evidence of the arrangements in place, along with details of the process that will be decided with the relevant practice education providers and the two education providers, to ensure availability and capacity of learners on this programme.

## 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 27 April 2021 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#)