

Education and Training Committee - 4 December 2007

Major change process redesign

Executive summary and recommendations

Introduction

As part of the Approvals and Monitoring 2007 – 2008 work plan the Education and Training Committee agreed a comprehensive review of major / minor change process should be undertaken. At the meeting on 27 September 2007 the Education and Training Committee noted the results of a statistical review of the major change process as an appendix to the Manager's Report.

The major / minor change process has been running formally for two academic years and the purpose of this redesign is to react to data that has been captured during this period. This paper and the appendices describe the proposal to redesign the major / minor change process based on the findings of the statistical review, feedback from visitors, education providers and the experiences of the executive.

The Education and Training Committee are asked to agree the new process and the supporting documentation for the process. The process has been consulted on internally within the Education – Approvals and Monitoring Department and externally with HPC's solicitor.

Summary of the changes to the major / minor change process

To assist the Education and Training Committee in distinguishing the key differences between the old and new versions of the process, this section of the paper outlines the specific changes we are asking the Committee to agree.

Changing the name of the process

The process is currently called the 'major / minor change process'. We received a much higher number of submissions which were deemed to be minor changes than major changes over the period under review. Education providers found it difficult to consider changes within the framework of HPC definitions of major or minor. It is felt the inclusion of 'minor' in the title of the process increased the instances of submission of minor changes as education providers believed HPC approved all changes to their programme. We feel the process better reflects its purpose under the new title of 'major change process'.

The advice stage of the process

To further assist education providers in making a decision to tell HPC about changes, a new stage has been added to the major / minor change process. This stage is designed to allow an education provider to seek guidance about

which of the three processes is most appropriate to determine the programme continues to meet HPC standards. The executive will receive information on a proforma from education providers and an assessment based on defined criteria is made to channel the change through the annual monitoring, major change or approval process. This will increase the efficiency of all three processes and reduce an unnecessary burden on education providers of organising a visit when one is not required or providing a major change submission when the change can be assessed through annual monitoring or will clearly require a visit.

Changing the required documentation for the assessment of a change

In the previous process, very little guidance was offered on what documentation an education provider would need to submit to evidence how a programme continues to meet the standards of education and training. As part of the re-design much more guidance has been offered as an appendix to supplementary information and education providers are also advised to consult the *Standards of education and training guidance* document. This should increase the likelihood that an education provider will submit all the appropriate evidence of a change in the first instance and not require the executive to pursue additional documentation.

New criteria for assessing changes to programmes

When the major / minor change process was first designed, we borrowed the terminology of major or minor change from education providers. We have found the terminology has taken the focus of the major change process away from ensuring the standards continue to be met. Instead, the feedback we received made it clear it was thought we were individually approving minor or major changes. To be clear, we do not approve minor or major changes to programmes. Instead, we ensure a programme continues to meet our standards before or after a change has occurred.

As part of the redesign a comprehensive mapping of the standards of education and training has taken place to consider how a standard might be impacted by changes to a programme. This document is provided as an appendix in the supplementary information and will be a resource for the executive, education providers and visitors to assist in determining the nature and impact of a change on HPC standards. These criteria will be central to the decision making process for the executive and visitors.

These new criteria make HPC standards central to how an education provider understands a change. The previous criteria did not integrate with HPC standards to such an extent that it was possible for an education provider to not notify HPC of significant changes to placement management and co-ordination. The re-design is intended to remove this risk to the effectiveness of the HPC approval and monitoring processes.

Dealing with Periodic Reviews

In *Key Decisions from our Consultation on Standards of Education and Training and the Approvals Process* it is stated that HPC will “visit institutions on a cyclical basis participating in the education provider’s internal periodic review procedures”. This statement is not representative of the risk-based approach to regulation and requires the Education – Approvals and Monitoring Department to conduct approval visits when there is no indication of a change to the way in which a programme meets the standards of education and training.

The new process takes into account internal periodic review cycles and allows the Education – Approvals and Monitoring Department to attend as part of a joint panel at a periodic review. However, it would also be possible if the changes are not significant or if there are other methods to allow an education provider to evidence a continued ability to meet HPC standards to use the two monitoring processes. This change again increases the effectiveness of the approval and monitoring processes. Specific legal advice was sought over this change and it is clear that there is no requirement to consult.

Using documentation to evidence the SETs and SOPs

The existing major / minor change process requires the executive to visit a programme if there is insufficient evidence of HPC standards being met. The statistical review was suggestive of visits to institutions being able to evidence continued ability to meet HPC standards without the requirement for conditions on ongoing approval. The new criteria and the executive's experience is that there are also standards that can be successfully evidenced using documentation only.

The new process is designed to allow an education provider to make a change to a programme and submit documentation to evidence how HPC standards continue to be met. The new criteria for changes make it clear which standards can only be successfully evidenced using a visit and for which standards it may be possible to evidence using documentation. If there is no clear requirement to visit, the education provider will be given the opportunity to evidence continued ability to meet HPC standards via documentation only. If after two opportunities it is not clear how HPC standards continue to be met, then a recommendation can be made to visit the programme and place conditions on ongoing approval of the programme. This change to the process reduces the burden of a visit on an institution but still allows HPC to visit if required. Visitors can also if required recommend HPC conduct a visit after their first assessment of the documentation.

Visitors' Report

In tandem with the changes to the visitors' report for the approval process, the visitors' report for the new major change process has been developed. The new report reflects the stages of the major change process more accurately than previously and is provided with guidance for completion. The report also requires the reason for a visitors' decision to be made clearly so that the Education and Training Committee can effectively ensure the recommended outcome of the report is appropriate.

Decision

The Committee is asked to agree the following:

- To approve the new major change process, supplementary information document, visitors report and associated guidance.*

As part of agreeing the new major change process the Committee will be agreeing:

- To change the name of the process;

- To allow the executive to decide, as part of the advice stage of the new process, whether to determine a programme continues to meet the SETs and SOPs using the approval, major change or annual monitoring processes;
 - To change the criteria used to assess the impact of a change on the SETs and SOPs;
 - To, if possible based on the new criteria, allow visitors to determine the programme continues to meet the SETs and SOPs using documentation only and not require a visit;
 - To amend the guidance given in *Key Decisions from our Consultation on Standards of Education and Training and the Approvals Process* and deal with changes from periodic review cycles using the most appropriate approval or monitoring process.
- To approve an implementation date for the new process of 1st March 2008.

**These documents will be subject to the HPC publications process and so will be subject to change to meet the demands of house style and visual identity.*

Background information

‘Major / minor change process analysis and review 2004-2007’ submitted to the Education and Training Committee on 27 September 2007 as an appendix to the Manager’s Report.

Approvals and Monitoring 2007 – 2008 work plan.

Key Decisions from our Consultation on Standards of Education and Training and the Approvals Process.

Resource implications

As part of the project plan for this redesign and the Approvals and Monitoring 2007 – 2008 work plan, there is time set aside for promotion of the new process to education providers and operationally embedding the process into the Education – Approvals and Monitoring Department.

Financial implications

The intention of the redesign of the process is to increase the effectiveness of the link between all three approval and monitoring processes. By reducing the number of minor changes assessed there will be a reduction in overall cost of partner fees for the major / minor change process. Additionally, there should be reduced instances of an approval visit being used as an evidence gathering method when a correspondence exercise may be appropriate.

As placement standards were not originally incorporated into the major change criteria there may be an increase in the number of major change submissions, but this will likely be balanced by the reduction in minor changes being channeled through the process.

There will be costs associated with the publication of the supplementary information document but these have been accounted for as part of the Education - Approvals and Monitoring budget.

Appendices

Major Change Supplementary Information

Major Change Visitors' Report

Major Change Visitors' Report Guidance

Date of paper

22 November 2007

Major Change

Supplementary Information for Education Providers

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Section One: Introduction

About us (the HPC)

We are the Health Professions Council. We are a health regulator, and we were set up to protect the public. To do this, we keep a register of health professionals who meet our standards for their training, professional skills, behaviour and health.

We currently regulate 13 health professions.

- Arts therapists
- Biomedical scientists
- Chiropodists/podiatrists
- Clinical scientists
- Dietitians
- Occupational therapists
- Operating department practice
- Orthoptists
- Paramedics
- Physiotherapists
- Prosthetists/orthotists
- Radiographers
- Speech and language therapists

All of these professions have at least one professional title that is protected by law, including those shown above. This means, for example, that anyone using the title 'physiotherapist' or 'dietitian' **must** be registered with us.

We may regulate other professions in the future. For an up-to-date list of the professions we regulate, please see our website www.hpc-uk.org

Our main functions

In order to protect the public, we:

- set standards for the education and training, professional skills, conduct, performance, ethics and health of registrants;
- keep a register of health professionals who meet those standards;
- approve programmes which health professionals must complete so they can register with us; and
- take action when health professionals on the Register do not meet our standards.

The Health Professions Order 2001 (the Order) says we must set our standards to protect the public and we must set standards which are necessary for safe and effective practice. This is why we have set our standards at a 'threshold' level.

About this document

Following the approval of an education programme by the HPC, the programme obtains what we refer to as 'open-ended approval' and is then subject to monitoring. The major change process requires education providers (EPs) to notify the HPC of significant changes to the way in which a programme meets the standards of education and training (SETs) and the standards of proficiency (SoPs) so that HPC can gather appropriate evidence to determine that all standards continue to be met.

We intend, so far as possible, to use and build upon the education providers' own processes for monitoring, drawing heavily on their existing documentation to remove the need for regular visits.

The major change process operates in conjunction with the annual monitoring and approval processes. Information on these processes can be found in the supplementary information documents available on our website. Changes should ideally be reported to us before they occur but it is possible to assess changes to programmes that have already taken place.

The information in this document is designed to clarify the major change process and to assist education providers in:

- determining the impact of a change on how HPC standards are met;
- knowing when and how to tell the HPC about changes; and
- preparing information to be submitted to the HPC.

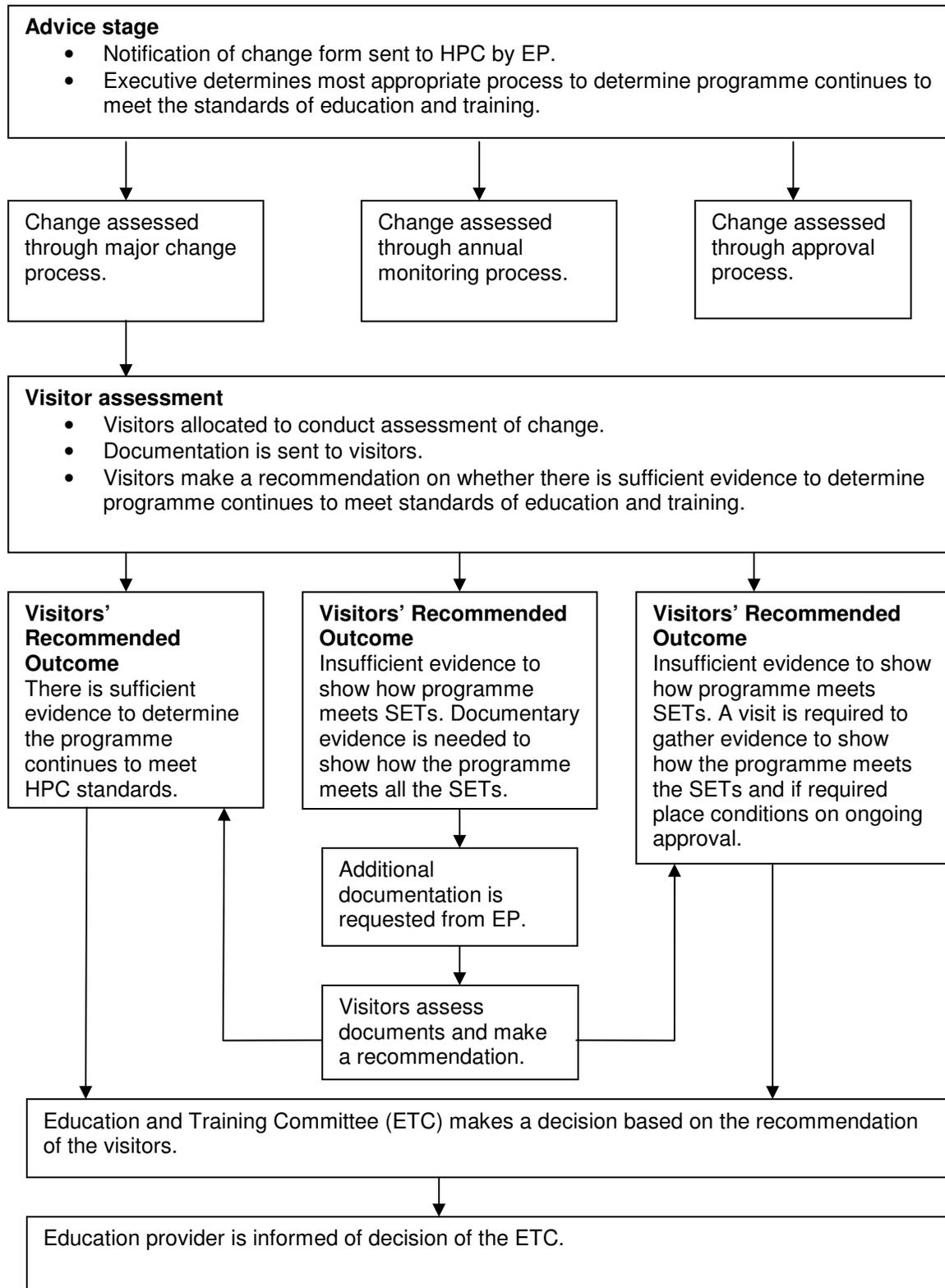
The process for telling us about a change is outlined in the flowchart and process description that follow.

Information about how changes may impact on how the SETs and SOPs are met can be found in Section four and appendix two of this document.

Throughout the document, 'we' refers to the HPC and 'you' refers to the EP and/or staff working on an approved programme.

Section Two: Flowchart of the process

The flowchart below has been designed to ensure the notification of major change is complimentary with the approval and annual monitoring process of the HPC.



Section Three: The process explained

We have provided the following points to expand on the steps outlined in the flow chart.

When a change occurs to a programme we expect education providers to consider the impact on how the SETs and SOPs continue to be met. However, we do not require an education provider to notify us of every change to a programme. If a change does not have a significant impact on how a programme meets HPC standards it can be reported to us in annual monitoring. You should only notify us of changes to your programme that change:

- the overall way in which a programme meet HPC standards; and / or
- the way a programme is recorded on the HPC website.

To help an education provider make a decision about the impact of a change on HPC standards we have provided examples of common changes to programmes and, in appendix two to this document, examples of how changes can impact each of the SETs.

HPC will not automatically make a decision to visit a programme as a result of periodic review. HPC requires evidence of changes significant enough to require a visit. Therefore an education provider will need to give details of what changes are intended to a programme so that HPC can make a decision about whether to visit or not. The major change process is designed to take periodic review cycles into consideration when assessing the most appropriate way to evidence how a programme continues to meet HPC standards.

If after an education provider assesses changes to a programme against HPC standards it is felt that the HPC should be informed then the education provider should seek advice from HPC.

Advice Stage

An education provider will complete the major change notification form (appendix 1). The form requires an education provider to:

- provide contact details of the individual with whom we should correspond;
- summarise the change or changes to the way the programme meets HPC standards;
- notify HPC of any plans to approve the changes internally with a meeting; and
- notify HPC whether documentation is currently available to assess the changes or if it will become available at a later date.

An education provider is not required at this time to submit supporting documentation, but any evidence to assist in the decision making the process will be useful.

The major change notification form is then assessed by the HPC executive. The executive will make a decision based on the provided information about which of our three processes are most appropriate to determine how the programme continues to meet HPC standards. The executive can decide to assess the impact of a change on HPC standards using the annual monitoring, major change or approval processes at this stage. If necessary, the executive may request additional information to assist in making this decision.

The decision is made on a case by case basis. But, in general terms, the table below indicates some of the reasons why we might choose to use each of the processes.

Process	Reason
Annual monitoring process	<ul style="list-style-type: none"> • a change has no impact on HPC standards. • a change has been made but it is clear that HPC standards continue to be met. • the cumulative changes from previous annual monitoring or major change submissions does not have an impact on how HPC standards are met.
Major change process	<ul style="list-style-type: none"> • a change has been made to the programme that changes the way in which HPC standards are met. • the cumulative changes from previous annual monitoring or major change submissions has an impact on how HPC standards are met. • when the change is mapped to HPC standards using the document in appendix two there is no clear requirement to gather evidence using a visit. • a periodic review or re-validation meeting has not been scheduled by the education provider. • documentation is currently available from the education

	<p>provider to assess the impact of the change on HPC standards.</p>
<p>Approval process</p>	<ul style="list-style-type: none"> • a change has been made to the programme that changes the way in which HPC standards are met. • the cumulative changes from previous annual monitoring or major change submissions has an impact on how HPC standards are met. • when the change is mapped to HPC standards using the document in appendix two there is a clear requirement to gather evidence using a visit. • a periodic review or re-validation meeting has been scheduled by the education provider and there is sufficient time to allow us to fit it into our visit calendar. • documentation is not currently available from the education provider to assess the impact of the change on HPC standards as it is being prepared for a periodic review or re-validation meeting.

If the decision is made to assess the changes through the annual monitoring process an education provider will be required to provide information on the change when the next annual monitoring audit is completed so that the change can be contextualised with other changes to the programme.

If the decision is made to assess how the programme continues to meet HPC standards through the approval process then the education provider will be informed and asked to complete a visit request form.

If the decision is made to assess how the programme continues to meet HPC standards through the major change process then information will be sent to HPC visitors to make an assessment.

Visitor Assessment

Once the decision has been made to send documents to visitors for assessment the executive will begin allocating visitors to conduct the assessment.

Normally, two visitors assess the changes to the programme under consideration. At least one visitor is from the relevant part of the Register. If possible, it should be the same visitors who went on the approval visit and who looked at the annual monitoring audit. We also try as much as possible to balance the experience of the visitors and allocate an educationalist and clinician. All visitors undergo a conflict of interest process also.

The executive will also at this time obtain appropriate documents from the education provider.

An education provider will be required to map the impact of the change against the standards of education and training using a “major change standards of education and training mapping template” document. Education providers will only be required to provide evidence of how HPC standards are met if a standard is impacted by the changes to the programme.

The mapping template should make reference to supporting documentary evidence of how HPC standards continue to be met. This documentation will vary depending on the changes and on the impact on HPC standards. For guidance on the documentary evidence to provide that you could submit, you can consult appendix 2 of this document or our *Standards of education and training guidance* document.

In summary, the HPC requires the following documentation to send to the visitors:

- the major change notification form;
- the major change standards of education and training mapping template; and
- supporting documentation to evidence how the programme meets HPC standards.

The executive will send the documentation to the visitors along with previous reports from the approval, annual monitoring and major change processes. These reports allow the visitors to contextualise the changes within the history of the development of the programme.

The visitors will then make an assessment of all the available information and recommend an outcome to the education and training committee.

Visitors' Recommended Outcome

The visitors will determine if there is sufficient evidence to show how the SETs and SOPs continue to be met. The information provided in appendix two of this document will assist the visitors to make this decision.

Visitors can recommend:

- There is sufficient evidence to determine the programme continues to meet HPC standards. This recommendation will be sent to the Education and Training Committee (ETC) who will make a decision based on the recommendation. A formal letter will be sent to the education provider informing them of the ETC's decision. We will expect the changes to be notified to us in the next annual monitoring audit so that they can be placed in the context of any other changes.
- There is insufficient evidence to show how programme continues to meet HPC standards. A visit is required to gather evidence to show how the programme meets the SETs and SOPs and if required place conditions on ongoing approval. This recommendation will be sent to the Education and Training Committee (ETC) who will make a decision based on the recommendation. A formal letter will be sent to the education provider informing them of the ETC's decision. The education provider will be required to complete a visit request form and commence the organisation of an HPC approval visit.

Where possible, if the major change means the programme falls into the approval process, we try to use the services of the visitors who were involved in the assessment of the change.

- There is insufficient evidence to show how programme meets SETs. Additional documentary evidence is needed to show how the programme meets all the SETs as there is no clear requirement for an approval visit. The HPC executive requests the additional documentation from the education provider. The visitors assess the additional documentation and make a further recommendation. The further recommendation can only be one of the two preceding recommended outcomes.

Section Four: What is a major change?

When a change occurs to a programme we expect education providers to consider the impact on how the SETs and SOPs continue to be met. To assist education providers with this assessment and to help education providers understand how we make our decisions this section of the document relates some common examples of changes to programmes and what the impact on HPC standards can be. The examples will be presented in the order of the standards of education and training. More detailed information on how changes can impact on each of the standards of education and training can be found in appendix two of this document.

There are no clear guidelines or criteria of how a change can impact on how HPC standards are met. These examples and appendix two are designed to clarify the decision making process. HPC will assess each change and its impact on a case by case basis.

SET 1 – Level of qualification for entry to the Register

A programme of study already being delivered as a Bachelor with honours award is planned to be delivered as a Masters qualification as a result of a profession-wide development.

This change has a significant impact across all the SETs. When the academic level of the qualification changes we would expect there to be changes in the admissions requirements, programme management and resources, the curriculum, its assessment and placement co-ordination.

For example, Bachelor and Masters programmes are often different durations and we would expect there to be logistical changes that affect our standards such as timetabling access to clinical teaching suites, and the timings and duration of practice placements. Some of these logistical considerations would also be the management of the transition years whilst the Bachelor programme is completed.

A change of this kind would effect the students accessing the programme and the entry requirements. Additionally, the different type of student will require differing resources such as access to an amended recommended reading list, and a different kind of academic support and supervision. These changes might have physical resource or training implications.

A change of this kind necessitates a large number of changes across all the SETs. The recommendation visitors would have to make was that a new programme of study had been created by the changes. We would require a visit as the only appropriate evidence gathering method to determine the programme and its graduates meet our standards. Therefore, rather than require

documentary evidence, we would channel this change directly to our approval process and begin arranging a visit.

SET 2 – Programme admissions standards

One of the entry requirements for a programme was set at three Cs at A-Level (240 UCAS points). Owing to high demand for the programme the new entry requirement will be set at three Bs (300 UCAS points).

A change to the specific entry requirements for a programme can have a significant impact on a programme's ability to meet the SETs. The two particular standards that might be affected are SET 2.1 and 2.2.4. The latter is the standard that requires appropriate academic entry standards for the programme. In this particular change, the entry standard is being increased and there is no risk the new standard will fall below the threshold level. The impact on SET 2.1 is that a change to an entry requirement will need to be clearly indicated to prospective students and applied uniformly by admissions staff. Although two SETs have been affected by the change, the impact has been to exceed the threshold standard and to update sources of information for applicants and staff. Accordingly, this change would be considered minor.

If the change was to reduce entry standards there may be a considerable impact on other areas of the programme such as teaching and learning. Therefore we would require evidence to determine the entry standard was still appropriate to the programme.

A programme for radiography assistant practitioners has been running for some time. A route is planned to progress students from the assistant practitioner programme to become radiographers. The intention is to allow graduates from the assistant practitioner programme to enter into year two of the approved pre-registration Bachelors programme. A bridging module is intended to fill gaps in knowledge between completion of the assistant practitioner programme and year one of the pre-registration Bachelors programme. The existing accreditation of prior (experiential) learning (AP(E)L) policy will have to be amended.

The change is major in nature although it only affects the approved programme by making a change to the way SET 2.2.4 is met. The evidence that makes this change major comes from the intended regularity of the use of the pathway, the requirement for a bridging module and the amendment of the existing AP(E)L policy. We regard a change like this as a new pathway through the programme. We would require evidence to determine how the assistant practitioner programme, the bridging module, the AP(E)L process and the remaining years of the already approved pre-registration programme ensure graduates meet all the SoPs. It may be possible to assess this by documentation, but the number of individual changes makes a visit useful. We might want to meet the students on

the assistant practitioner programme, the programme team, placement providers and conduct a tour of resources. We would be trying to establish not only if a graduate from the new pathway will be a safe practitioner but also what the impact of the new student group will be on teaching, learning and resources for the already approved programme.

It is important to note that occasional use of an existing AP(E)L policy to allow an individual to progress from an assistant practitioner course to a pre-registration programme would not constitute a major change.

SET 3 – Programme management and resource standards

The education provider has been granted taught-degree awarding powers. All the programmes will now be validated by the EP and the name of the institution will change to reflect University status.

This change has an impact on SET 3.1 as we need to determine how the programmes fit into the business plan of the newly independent institution. Obviously a risk to the security of the programme can have a wide-ranging impact across all the SETs. We would require evidence, normally in the form of a letter or statement, from someone with sufficient authority to confirm the programmes are still intended to be part of the institution's portfolio and there are no other changes to any of the SETs. If there were other changes to the ways in which the SETs were met we would need to consider those changes and determine how to gather evidence of how our standards are still being met.

The change to the name of the institution will not have an impact on the SETs. However, a change will need to be made to our list of approved programmes. Therefore, we would expect an education provider to make contact with HPC to formally notify us of a name change to an institution or programme. At that time we will seek information to verify if any HPC standards are impacted.

An institution is consolidating its campuses and as a result all the approved programmes are being relocated to a new site.

A change to the location of delivery will have a significant impact on how a programme meets some of the SETs. However, a change in location does not necessarily require a visit. We have successfully assessed changes in location as a documentary exercise. If there are no major building works or refurbishment required and all the resources available to the programme are being transferred, it may be possible to assess how the programme will continue to meet our standards by receiving documentary evidence. A project plan for the relocation, plans of new facilities and photographic images would all be appropriate methods to prove how resources have been or will be successfully located.

However, in some instances a visit to an institution may be the only effective method to gather evidence. We might want to meet the programme team, senior management and students and conduct a tour of the available resources. A visit might be appropriate if there is a risk the relocation has an effect on whether the graduates continue to meet the SoPs or students are not sufficiently supported.

SET 4 – Curriculum standards

As a result of an amendment to the curriculum guidance, new learning outcomes are added to a “professional aspects of practice” module. The new learning outcomes relating to changes in the law, displace learning outcomes relating to ethical considerations of practice. The displaced learning outcomes are moved to be delivered in the practice setting.

This change to move learning outcomes to the practice setting can result in a major change. If the practice educators are already sufficiently able to deliver the learning outcomes the change should not impact on the SETs or a graduate’s ability to meet the SoPs. However, the change may be major if the practice educators have not been involved in the decision to move learning outcomes, require additional training and support to be able to deliver and assess the learning outcomes, and there are cascading impacts on learning outcomes as a result. We would require evidence there has been collaboration between the EP and placement providers, additional practice educator sessions are given and confirmation of the total effect on the learning outcomes.

Changes to SET 4 often lead to evidence being required to illustrate how graduates will continue to meet the SoPs. If possible, we will map the changes to the curriculum in a documentary process, but if the changes have an impact on physical resources, staff, placement educators or students, a visit might be appropriate to speak with relevant people or inspect resources.

SET 5 – Practice placement standards

A new placement setting is identified. The placement provider is approved using the existing processes for approval and audit of placements.

If a placement provider is approved using the existing mechanism of approval and audit there is not an impact on the SETs or the SoPs. This change can be reported to us in the next annual monitoring audit.

A new practice placement model is proposed. The programme featured three extended block placements each in differing areas of practice. The new model for placements moves away from block placements and provides three days each week in the academic setting and two days each week in the practice setting throughout the duration of the programme.

This change has a major impact on a number of SETs. The primary impact is no practice placement resources. We would expect to see the collaboration between EP and placement providers. We would need to see that there are sufficient placement educators available to supervise students across a longer period of time. It would not be unusual for the delivery of the curriculum to change as a result of a change to the placement patterns to ensure effective integration of theory and practice. There may also be an impact on the way in which students are able to access resources. If the changes cascade in this way across all the standards, the most appropriate method to gather evidence of the way the programme continues to meet our standards may be a visit as we would need to meet with the programme team, students and placement providers.

SET 6 – Assessment standards

The external examiner has reached the end of their term. A new external examiner has been located and is on the appropriate part of our register.

This change does not have an impact on the SETs. The specific standard that relates to this change is SET 6.7.5. This requires assessment regulations to stipulate at least one external examiner must be on the relevant part of our register unless other arrangements are agreed. If the new external examiner is not on our register a major change has occurred and we need to enact the “unless other arrangements are agreed” element of this standard. The submission should explain why the external examiner will not be from the relevant part of the register and why the new examiner is appropriately experienced and qualified. We would normally require a CV for the new external examiner so our visitors can assess whether they have appropriate experience and qualifications.

A change has occurred to institutional assessment regulations. The number of credits that may be condoned has been increased. The programme has been automatically affected by this change, but exemption from this regulation has been gained on the basis of a requirement of the regulatory body.

In this example a major change has occurred to the programme. With additional credits available to be condoned, the risk of a graduate not attaining the SoPs is increased. In this case the EP has already taken steps to gain exemption from this assessment using programme-specific regulations. This change could be assessed using only documentation if the programme specific regulations were made available.

Section Five: Glossary

Annual monitoring (AM)	the annual HPC process to ensure approved programmes continue to meet the SETs and SoPs.
Awarding institution	the education provider who validates/awards the final qualification.
Approval	our process of validation and accreditation that leads to decisions about the ability of a programme to meet the requirements of the SETs of the regulatory body.
Education and Training Committee (ETC)	the statutory committee at the HPC with responsibility for education and training matters.
Education provider (EP)	the establishment at which a programme is delivered or by which a qualification is awarded.
External examiners	appointed by education providers to monitor the assessment process for the academic and the practice elements of programmes and to ensure that professional and academic standards are met.
HPC partner	see visitor.
Institution	see EP.
Major change	a change to a programme takes place that has a significant impact on teaching and learning or resources and on our SETs and SoPs.
Major change process	our process for assessing if a change to a programme is a major change.
Programme	the academic provision, practice placements, assessment, qualification and EP which in totality form the programme for approval purposes. This equates to an academic award.
Standards of Education and Training (SETs)	the standards which education providers must meet to ensure all those completing an approved programme meet the SoPs.
Standards of Proficiency (SoPs)	the standards required of registrants and those applying for registration for the safe and effective practice of their profession.

Visitor

a HPC partner appointed to visit and approve educational programmes.

Section Six: HPC reference documents

Document	Date of publication
Standards of proficiency: arts therapists, biomedical scientists, chiropractors/podiatrists, clinical scientists, dietitians, occupational therapists, orthoptists, paramedics, physiotherapists, prosthetists/orthotists, radiographers, speech and language therapists	October 2007
Standards of education and training guidance	January 2007
Annual monitoring (AM) supplementary information for education providers	November 2006
Standards of proficiency: operating department practitioners	July 2004

Section Seven: Contact details

If you have any questions regarding the process for submission of major changes, please contact:

Education Department
Health Professions Council
184 Kennington Park Road
London
SE11 4BU

Tel.: +44 (0)207 840 9812
Fax: +44 (0)207 820 9684
Email: majorchange@hpc-uk.org
Website: www.hpc-uk.org

Appendix one: The major change notification form

The form

Major change notification form

A separate form must be completed for each HPC approved programme

There are 3 sections of this form which need to be completed:

Section 1 About the education provider
Section 2 Outline of proposed change
Section 3 Confirmation

Section 4 is for office use only.

Section 1 – About the education provider	
Name of education provider	
Name of awarding/validating body (if different from education provider)	
Programme title	
Name of Department, School or Faculty (to which the programme belongs)	
Mode of delivery	<input type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> Other (please provide details)
Contact details for person responsible for submitting the change proposal to HPC	
Name	
Job title	
Telephone number	
Mobile number	
Email address	

Section 2 – Outline of proposed change. If the change is temporary, please also provide dates

Has the programme undergone any (other) changes since your last HPC approval visit or annual monitoring procedure?

Yes No

If yes, was the HPC advised of the change at the time?

Yes No

If yes, date of submission

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If no, please provide information about the date of the change and the nature of the change:

Is there a meeting already scheduled to assess the change to the programme or is there a periodic review meeting upcoming?

Yes No

If yes, what are the intended dates for this meeting?

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Is documentation available now to evidence the changes to the programme?

Yes No

If no, when will evidence of the changes and how HPC standards continue to be met become available?

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Section 3 – Confirmation

I **CONFIRM** that: all information relating to the proposed programme changes which have been submitted herewith, and the information provided on, and with this form, is correct.

Name	
Job title	
Date	

Signature	
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Section 4 – Office use only

Name of education officer

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Which process is most appropriate to gather evidence on how the programme continues to meet HPC standards?

- Approval Process**
- Annual Monitoring Process**
- Major Change Process**

Date of Decision?

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How to fill in the form

Name of education provider:

This refers to the name of the education provider.

Name of awarding/validating body (if different from education provider):

This refers to the name of the education provider who awards the qualification.

Programme title:

This refers to the title of the programme for which you are requesting the change. If there are a number of programmes which will be impacted by the changes, please list all the relevant programme titles here.

If you are proposing a name change for the programme, please put the current name of the programme in this space and detail the proposed name change in the space beside.

Name of department, school or faculty (to which the programme belongs):

Generally, a programme will be run by a specific school or department within an institution, e.g. the School of Social Care or Department of Health Sciences.

Mode of delivery:

The basis on which a programme may be offered, e.g. full time, part time, distance learning.

Name, job title, telephone number, mobile number and email address:

This information relates to the person with whom you would like us to correspond regarding the changes you have submitted. It may be someone from the Quality Assurance office of your institution, an administrative staff member, or someone from the programme team who is responsible for overseeing such changes and their implementation.

Outline of proposed change:

In this section, we require a brief description of the changes being proposed, e.g. 'increase in student numbers' or 'change of delivery site'.

Has the programme undergone any (other) changes since your last HPC approval visit or annual monitoring procedure?:

If the programme has undergone changes other than this one since the last visit or annual monitoring audit, it may be the case the cumulative effect of the changes is significant and we need to provide the visitor/assessors with all relevant information.

If yes, was the HPC advised of the change at the time?:

If a change was made and you advised us, we will have a record of this. This will make it easier for us to refer to previous correspondence from you regarding previously approved minor changes.

If yes, date of submission:

The date you sent notification of the change to us.

If no, please provide information about the date of the change and the nature of the change:

If you have implemented a change to the programme previously and not notified us, you can do this now. Please refer to the major change supplementary information document for guidelines about what documentation you will need to provide to support these changes.

Is there a meeting already scheduled to assess the change to the programme or is there a periodic review meeting upcoming?

To ensure HPC does not create additional work for education providers we will use an education provider's internal periodic review cycles to assess changes if possible. This information will allow us to determine if we should attend an event that is already organised or try to assess the changes through documentation.

If yes, what are the intended dates for this meeting?

If a meeting is planned then the date will allow us to determine if we have scope in our visit schedule to attend.

Is documentation available now to evidence the changes to the programme?

If documentation is available then we can assess the change without necessarily requiring a visit. But if documentation will not become available until a later date, such as closer to the time of a planned periodic review meeting, then it may be more appropriate for HPC to attend that meeting and use the documentation planned for that event.

If no, when will evidence of the changes and how HPC standards continue to be met become available?

This date need not be exact but it will allow us to determine if the only possible way to assess the change is to wait for documentation to become available as part of a periodic review cycle or if we might be able to assess the change before a planned re-validation meeting.

Name, job title, date and signature:

This relates to the details of the person completing and submitting the form.

What extra documents to send:

The person submitting the change(s) need to state how the programme met the SETs before and after the change(s). They need to send appropriate evidence showing the change continues to meet the SETs. For example, if there is a change in advertising for the programme, appropriate evidence would be new advertisements.

As we assess all programmes against the SETs and SoPs, you will have to map the changes against the standards that are effected. This can be used to clearly indicate which of the standards are affected by the change.

Appendix two: Examples of how changes can impact on the standards of education and training

Standard of education and training	Potential Changes to the way in which a programme meets a standard	Evidence required to determine programme continues to meet the standards of education and training	Other standards of education and training that may be affected
1. Level of qualification for entry to the Register			
The Council normally expects that the threshold entry routes to the Register will be the following:			
<p>1.1.1 Bachelor Degree with Honours for the following professions:</p> <ul style="list-style-type: none"> ▪ Chiropody or Podiatry; ▪ Dietetics; ▪ Occupational therapy; ▪ Orthoptics; ▪ Physiotherapy; ▪ Prosthetics and Orthotics; ▪ Radiography; ▪ Speech and Language Therapy; ▪ Biomedical Science (with the Certificate of Competence awarded by the Institute of Biomedical Science (IBMS), or equivalent if appropriate); and <p>1.1.2 Masters degree for the arts therapies.</p> <p>1.1.3 Masters degree for the clinical sciences with the Certificate of Attainment from the Association of Clinical Scientists or equivalent.</p> <p>1.1.4 Equivalent to Certificate of Higher Education for Paramedics.</p> <p>1.1.5 Diploma of Higher Education in Operating Department Practice for Operating Department Practitioners.</p>	<p>A change to the academic level of a qualification would have a cascade effect across the standards of education and training.</p> <p>A change such as an upgrade of the award from Bachelors with Honours to Masters would require the addition of increased reliance on student-centred learning requiring a different type of student support and the augmentation to the delivery and assessment of learning outcomes. Durations of the programmes of study at different levels also vary and this will lead to changes in logistical planning, such as placement co-ordination and access to learning resources.</p> <p>Accordingly it could be anticipated that there would be an effect on: admissions standards, programme and resource management standards, curriculum standards, placement management standards and assessment standards. In effect we would view this change as generating a new programme.</p>	<p>With the cascade effect of the change the only appropriate evidence would be to conduct an approval visit and use all the standard documentation that is required as part of the approval process.</p>	<p>SET 2, SET 3, SET 4, SET 5, SET 6.</p>

2. Programme Admissions			
<p>2.1 The admission procedures must give both applicant and the education provider the information they require to make, or take up a place on a programme.</p>	<p>Any change to the programme significant enough to impact upon a students decision to take up an offer on the programme must be reflected in the admissions procedures and advertising material.</p> <p>For example, in the event of a change in location of delivery, the new location must be made clear in the advertising material.</p> <p>Also a change in the admissions requirements must be clear in the admissions procedures.</p> <p>Accordingly, this standard will be impacted by it's inter-relatedness with the remaining standards under SET 2 and the standards under SET 1, 3, 4, 5 and 6. The changes to the way in which a programme meets the other standards will determine SET 2.1 has been impacted.</p> <p>A change like this is unlikely to be major in it's own right, but the cause of a change to the way in which a programme advertises itself may well be major.</p>	<p>The evidence for this standard to be met is documentary in nature: letters and information for applicants, advertising material on websites and in a prospectus, presentations at open days.</p>	<p>This standard is unlikely to impact upon others, rather it is more likely to impacted by changes to the way in which other standards are met.</p>
<p>2.2.1 The admission procedures must apply selection criteria, including evidence of a good command of written and spoken English.</p>	<p>A reduction to the particular entry requirement relating to English language ability of students may make it difficult for a student when graduated to meet the threshold entry level for access to the professional register. Therefore this would be a major change as we would require evidence</p>	<p>The evidence for this standard would be documentary in nature and would include the information provided to applicants and the rationale for the change.</p>	<p>A change to the way in which this standard is met will require a change to the way in which SET 2.1 is met.</p>

	<p>to indicate how the language ability of a student / graduate is assured.</p> <p>However, a change to increase the level required in English language testing would normally be considered minor as it exceeds the threshold standard.</p>		
<p>2.2.2 The admission procedures must apply selection criteria, including criminal conviction checks.</p>	<p>A change to increase the level or regularity of CRB check on students will be considered a minor change as it impacts the standard only to exceed the threshold.</p> <p>A change to devolve responsibility of checking CRB records or to reduce the instances or level of the CRB check will be considered a major change and require assessment by the visitors.</p>	<p>This change can be assessed normally using only documents. We would require information about how CRB checks will be performed along with a rationale for the change.</p>	<p>Any change to this standard will have an impact on SET 2.1.</p>
<p>2.2.3 The admission procedures must apply selection criteria, including compliance with any health requirements.</p>	<p>A change to increase the level or regularity of occupational health tests will be considered a minor change as it impacts the standard only to exceed the threshold.</p> <p>A change to devolve responsibility or reduce the level or regularity of occupational health testing or monitoring would be considered a major change and require assessment by the visitors.</p>	<p>This change can be assessed normally using only documents. We would require information about how occupational health checks will be performed along with a rationale for the change.</p>	<p>Any change to this standard will have an impact on SET 2.1.</p>
<p>2.2.4 The admission procedures must apply selection criteria, including appropriate academic and /or professional entry standards.</p>	<p>A change to increase the level of academic or professional entry standards to the programme would be considered a minor change as it impacts the standard only to exceed the threshold.</p> <p>A change to devolve responsibility or reduce the level of academic or</p>	<p>This change can be assessed normally using documents. We would need information about how academic and/or professional qualifications are assessed. There may be policy or protocol documents appropriate to evidence how this standard is met.</p>	<p>Any change to this standard will have an impact on SET 2.1.</p>

	<p>professional entry standards to the programme would be considered a major change and require assessment by visitors.</p>		
<p>2.2.5 The admission procedures must apply selection criteria, including accreditation of prior learning and other inclusion mechanisms.</p>	<p>A change to the accreditation of prior learning processes can lead to significant changes to a graduate's ability to meet the standards of proficiency.</p> <p>In cases where accreditation of prior learning is used to exempt students from components of a programme we require evidence of how the programme team satisfy themselves that a student will attain all the required learning outcomes related to the standards of proficiency.</p> <p>In some cases, AP(E)L process changes are significant enough for us to consider that a new pathway through the programme has been established. These cases would most definitely be considered a major change.</p> <p>Occasional uses of AP(E)L to allow entry to the programme or exemption from components of the programme to individuals with experience or qualifications not specified in the AP(E)L policy would be considered minor.</p>	<p>The policy or procedural document for accreditation of prior learning is normally the most appropriate evidence.</p> <p>We will require more information for cases where we have advised that the use of AP(E)L on a regular basis to bring a common group of applicants with a common qualification or level of experience appears to be a new pathway through the programme.</p> <p>For example, in some cases, bridging modules are used and we would expect to see how this module fills the gap in learning outcomes and how the entry requirements for the programme ensure that graduates will be able to meet the standards of proficiency.</p>	<p>The standards of education and training that may be impacted by a change to the way in which this standard is met may be: 4.1, 2.1, 2.2, 3.2.</p> <p>There may also be an impact on the Standards of Proficiency as SET 4.1 requires the standards of proficiency are delivered in the programme.</p>
<p>2.3 The admission procedures must ensure that the education provider has an equal opportunities policy and anti-discriminatory policy in relation to candidates and students, together with an indication of how this will be implemented and monitored.</p>	<p>A change to equal opportunities and anti-discriminatory policies which includes additional protection for individuals as a result of changes to existing legislation or the introduction of new legislation will be considered a minor change.</p>	<p>Appropriate evidence for this standard would normally be the policies for equal opportunities and anti-discrimination along with the implementation schedules and monitoring processes.</p>	<p>A change to this standard might impact on the way in which the following standards are met: 2.2.3, 3.8, 3.10, 5.13.</p>

	<p>Increases in the regularity or intensity of review and monitoring of the implementation of equal opportunities and anti-discriminatory policies would also be considered a minor change.</p> <p>The removal of a group from coverage under the policies or a reduction in the frequency or intensity of the monitoring of implementation of the policies may result in a major change.</p>		
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3. Programme management and resource standards			
<p>3.1 The programme must have a secure place in the education provider's business plan.</p>	<p>Changes to a programme's ability to meet this standard will most likely come from new threats to a programme. For example, if funding for a programme is restricted, or facilities are no longer accessible to students and programme staff, questions are raised about the security of the programme. Any risks to the programme must be adequately addressed and accordingly would be considered major changes. In the cases where the programme is franchised or part of a partnership agreement, specific consideration must be given to changes at each of the partner organisations.</p>	<p>The range of threats to a programme is wide, so it is difficult to stipulate specific documentation that would allow visitors to make an assessment. The standard planning documents - such as planning statements issued to HEFCE, SHEFC, HEFCW and Department of Health Commissioners would provide an overview of the changes, however it is most likely that specific documentation would be required to address the changes.</p>	<p>If the programme's security is in jeopardy then the impact can range across much of SET 3 and SET 5 and if staff are limited then elements of the curriculum and assessment may be at risk and so SET 4 and SET 6 may be impacted.</p>
		<p>In some cases of a change to the way in which this standard is met, it may be appropriate to conduct a meeting with the senior team and programme team (and depending on the nature of the change: students and placement providers).</p>	

<p>3.2 The programme must be managed effectively.</p>	<p>A change to the specific staff within a management structure would be considered minor unless it is the programme leader.</p> <p>Changes to the management structure and processes can be minor in some cases and major in others. The impact of the change is the determiner in these types of changes.</p> <p>For example, a change to the committee structure that manages the functions to the department would be minor as long as the way in which the other standards of education and training were met was the same.</p> <p>Such a change could be considered major if the restructure in the management systems changed elements of quality control. For example, the quality assurance systems for an education provider might change to remove the requirement for re-validation cycles and provide more intensive and more regular monitoring mechanisms.</p> <p>Though this is an extreme example, it is possible to see how the change to programme management systems could have a significant impact across all the standards.</p>	<p>The documentation required to evidence the continued approval of this standard might be: external examiner's reports and responses to these reports; a critical review of current arrangements (self-evaluation documents); student feedback analysis; placement provider feedback analysis; annual reports and reviews; quality audits of placements; action plans and evidence of action taken; and amended partnership agreements.</p> <p>In some cases of a change to the way in which this standard is met, it may be appropriate to conduct a meeting with the senior team and programme team (and depending on the nature of the change: students and placement providers).</p> <p>Remember that changes in faculty/school/division/department structures can impact on address details and contact names so please keep us updated.</p>	<p>If the programme management processes and structure change the impact can range across much of SET 3 and SET 5 and if staff resources are affected then elements of the curriculum and assessment may be at risk and so SET 4 and SET 6 may be impacted.</p>
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<p>3.3 There must be a named programme leader who has overall responsibility for the programme and who should be either on the relevant part of the HPC register or otherwise appropriately qualified and experienced.</p>	<p>There are two changes that can occur to the way in which a programme meets this standard:</p> <ul style="list-style-type: none"> • the programme leader leaves and is replaced by a new programme leader; • the programme leader was but is no longer registered. <p>If the programme leader is replaced a major change has occurred.</p> <p>If the programme leader is no longer registered the reason for the loss of registration is important. If the programme leader's registration has lapsed and steps are being taken to regain registration then a minor change has occurred. If the programme leader's registration is affected by fitness to practice proceedings then this is a major change.</p>	<p>The key documentary evidence for this change is the CV of the programme leader. If a new programme leader is not registered there must be sufficient evidence of the required qualifications and experience.</p> <p>Remember that changes to programme leaders can impact on address details and contact names so please keep us updated.</p>	<p>The programme leader is expected to take a role in much of the management of the programme so it could be anticipated that many elements of the programme may be impacted.</p> <p>It is difficult to predict how far this impact may extend. However, the specific standards that are most likely to be affected are 3.2, 3.4, and 3.5 as the staff profile and management of the programme will change.</p>
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<p>3.4 There must be an adequate number of appropriately qualified staff in place to deliver an effective programme.</p>	<p>Additions to the programme team or development of individuals to enhance the delivery of the programme exceed the threshold standard and so would be considered a minor change.</p> <p>A reduction in the staff profile may be considered major depending on the impact to the programme. In cases where members of staff with significant responsibilities in teaching, management and personal tutoring leave the programme, we will require information about how the workload has been distributed amongst the team or been given to an appropriate replacement. We would also need information about how this change to the staff profile still ensures there is an appropriate number of appropriately qualified staff.</p> <p>If the number of students on the programme increases then the number of staff may no longer be adequate. We normally consider a 25% increase in student numbers to be a major change.</p>	<p>There is a wide range of documentation available to evidence how this standard is met but CVs of any new staff who are taking over areas of programme delivery and management would be the most common.</p> <p>It may also be appropriate to submit information illustrating how the responsibilities of staff who have left have been appropriately delegated to other members of the programme team.</p>	<p>Changes to the standard may also affect other staff and management standards. In particular, reference should be made to SETs 3.2, 3.3 and 3.5.</p>
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<p>3.5 Subject areas must be taught by staff with relevant expertise and knowledge.</p>	<p>Additions to the programme team or development of individuals to enhance the delivery of the programme exceed the threshold standard and so would be considered a minor change.</p> <p>A reduction in the staff profile may be considered major depending on the impact to the programme. In cases where members of staff leave a programme and accordingly there is a lack of expertise or knowledge in a particular area we will require information about how the shortfall in expertise is being addressed.</p>	<p>There is a wide range of documentation available to evidence how this standard is met but CVs of any new staff who are taking over areas of programme delivery would be the most common.</p> <p>It may also be appropriate to submit information illustrating how the responsibilities of staff who have left have been appropriately delegated to other members of the programme team.</p>	<p>Changes to the standard may also affect other staff and management standards of education and training. In particular, reference should be made to SETs 3.2, 3.3 and 3.4.</p> <p>There may also be an impact on the standards of proficiency if there are not appropriate people in place to deliver profession specific knowledge.</p>
<p>3.6 A programme for staff development must be in place to ensure continuing professional and research development.</p>	<p>A change to increase the funding and opportunities available for staff development exceeds the threshold standard and so will be considered a minor change.</p> <p>A change to decrease the funding and opportunities for staff development may be a major change depending on the scale of the changes.</p> <p>It is important that the staff on the programme have appropriate opportunities for research and professional development. If the reduction in funding and opportunities for staff development might risk staff not being developed appropriately then we will need to see what measures have been put in place to protect staff development</p>	<p>The documentation required to evidence this standard is most likely to be a staff development policy either at an institutional or more local level. Evidence of recent development activity would also be appropriate to show how staff have been developing.</p>	<p>This standard is mostly affected by other standards; such as 3.1, 3.2, 3.3, 3.4 and 3.5.</p> <p>It is possible to consider that the programme's currency may be affected by the programme team's ability to develop themselves and so SET 4.4 may be impacted.</p>

<p>3.7 The resources to support student learning in all settings must be used effectively.</p>	<p>An increase in resources will exceed the threshold standard and so will be considered minor. Please note that the standard requires also that resources are used effectively and so consideration must be given to this when new resources are acquired.</p> <p>A reduction in resources or access to resources available to the programme may be considered a major change if there is a risk that there are no longer appropriate resources to service the programme.</p>	<p>The documentation to evidence this standard may be: lists of equipment, plans of buildings, photographic images of facilities, student handbook, and library stock listings.</p> <p>Resource issues can be addressed by meetings at a visit. In particular, we may wish to conduct a tour of facilities, meet the senior team and programme team and/or the students.</p>	<p>Changes to resources can be significant of other pressures on a programme and accordingly there may be an impact on or from issues relating to SETs 3.1, 3.2, 3.8, 3.12, 3.13.</p>
<p>3.8 The facilities needed to ensure the welfare and well being of students must be both adequate and accessible.</p>	<p>A change to increase access to or provision of facilities to deliver student welfare or well being services exceeds the threshold standard and so will be considered a minor change.</p> <p>A change to relocate or reduce access to student welfare or wellbeing may be considered a major change depending on the scope of the change.</p>	<p>Information provided to students in handbooks is normally appropriate to determine whether there are sufficient welfare and well being services.</p> <p>If students need to travel or access some of these facilities at differing locations then we will need to see how students are able to travel or access staff through alternate means.</p> <p>One of the ways that this standard can be assessed is by a tour of resources and meetings with programme team and students.</p>	<p>The support mechanisms for students are obviously very important and as a result there are several standards that may be impacted: 3.4, 3.10, 5.2, 5.8.3.</p>

<p>3.9 Where students participate as patients or clients in practical and clinical teaching, appropriate protocols must be used to obtain their consent.</p>	<p>This set can be changed in two ways:</p> <ul style="list-style-type: none"> • the inclusion of a consent protocol or additional stipulations to an existing protocol for student consent - which would be considered a minor change as it exceeds the threshold standard; • the removal of specific stipulations from the consent protocol or the removal of the requirement for consent being obtained at all. <p>In this situation the removal of stipulations or the requirement for consent being obtained will need to be balanced against the risk to the wellbeing and privacy of a student. The removal of the protocol would be considered a major change and evidence would be required to justify that the protocol was no longer required by showing how the programme does not place students in situations that might reveal personal information or risk injury.</p>	<p>The documentary evidence used for this would be the protocol that is used to obtain student consent.</p> <p>This might be a consent form or checklist signed by the student. We will need to know when it is given to students to complete (ie before the programme commences or at other times).</p> <p>It might also be appropriate to submit module descriptors to illustrate the learning and teaching activities of the programme.</p>	<p>This standard does not have an impact on other standards of education and training.</p>
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<p>3.10 A system of academic and pastoral student support must be in place.</p>	<p>A change to increase availability of and access to academic and pastoral student support would be considered a minor change as it exceeds the threshold standard.</p> <p>A change to reduce availability of and access to academic or pastoral student support may be considered major depending on the scale of the change.</p> <p>A change to use an alternate method of delivery of academic and pastoral student support, such as online delivery, would be considered minor as long as the potential for access remains the same or increases.</p>	<p>The documentary evidence used for this standard would be provided normally in a student handbook or online facilities to access student support.</p> <p>One of the ways that this standard can be assessed is by a tour of resources and meetings with programme team and students.</p>	<p>The support mechanisms for students are obviously very important and as a result there are several standards that relate: 3.4, 3.8, 5.2, 5.8.3.</p>
<p>3.11 Throughout the course of the programme, the education provider must have identified where attendance is mandatory and must have associated monitoring mechanisms in place.</p>	<p>The standard requires that the requirement is clearly communicated to students and that there is a monitoring mechanism in place. A change to the requirement would result in a requirement to change the communication to students, but this would still be considered a minor change.</p> <p>A change to the mechanism through which student attendance is recorded would be considered minor also as long as the mechanism was not removed.</p>	<p>The documentation to evidence this standard is normally the student handbook which outlines the attendance requirement and any specific teaching sessions that cannot be missed as well as the mechanism for monitoring.</p>	<p>Required attendance is also a feature of the practice components of a programme in some cases and so there may be an impact on SETs 5.7.2 and 5.11</p>

<p>3.12 The resources provided, both on and off site, must adequately support the required learning and teaching activities of the programme.</p>	<p>A change to increase or improve resources available to students would be considered a minor change as it would exceed the threshold standard.</p> <p>A change to relocate resources may be a major change depending on the scale of the relocation (ie from one room to another on the same campus or to a new site altogether; or moving one piece of equipment or an entire suite of clinical simulation equipment).</p> <p>A change to reduce the facilities available may be a major change depending on the scale of the reduction.</p>	<p>The documentation to evidence this standard may be: lists of equipment, plans of buildings, photographic images of facilities, student handbook, and library stock listings.</p> <p>Resource issues can be addressed by a visit also. In particular, we may wish to conduct a tour of facilities, meet the senior team and programme team and/or the students.</p>	<p>Changes to resources can be significant of other pressures on a programme and accordingly there may be an impact on or from issues relating to SETs 3.1, 3.2, 3.7, 3.8, 3.13.</p>
<p>3.13 The learning resources, including the stock of periodicals and subject books, IT facilities (including internet access), must be appropriate to the curriculum and must be readily available to students and staff.</p>	<p>A change to increase or improve learning resources available to students would be considered a minor change as it would exceed the threshold standard.</p> <p>A change to relocate learning resources may be a major change depending on the scale of the relocation (ie from one room to another on the same campus or to a new site altogether; or moving some shelves or the entire library stock).</p>	<p>The documentation to evidence this standard may be: lists of equipment, plans of buildings, photographic images of facilities, student handbook, and library stock listings.</p> <p>Resource issues can be addressed by meetings at a visit also. In particular, we may wish to conduct a tour of facilities, meet the senior team and programme team and/or the students.</p>	<p>Changes to resources can be significant of other pressures on a programme and accordingly there may be an impact on or from issues relating to SETs 3.1, 3.2, 3.7, 3.8, 3.12.</p>

4. Curriculum Standards			
<p>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.</p>	<p>The way in which this standard is met can be impacted by changes to the delivery of learning outcomes related to the standards of proficiency in the programme.</p>	<p>The documentary evidence that would normally be appropriate to this standard would be module descriptors in the original and amended form to allow us to assess how the learning outcomes have changed / moved in the programme.</p>	<p>A change to this standard may impact on how the following standards of education and training are met: 4.2, 4.3, 4.4, 4.5, 4.6.</p>
	<p>Not all learning outcomes in a programme are related to the standards of proficiency and so changes to these learning outcomes will normally be minor changes. For example, as a matter of standard institutional policy, all programmes previously featured learning outcomes to add value to the award. These learning outcomes have been replaced by a new institutional initiative to introduce entrepreneurship learning outcomes. As the previous learning outcomes did not relate to the standards of proficiency, the change is minor.</p>		
	<p>Some learning outcomes are closely related to the standards of proficiency and so a change to their delivery may result in a major change. We would require information to determine how graduates will still be able to attain all the standards of proficiency. If the learning outcomes that are subject to change are delivered in multiple areas of the programme some of which will remain unaffected then there is the chance that the change will be minor.</p>		

<p>4.2 The programme must reflect the philosophy, values, skills and knowledge base as articulated in the curriculum guidance for the profession.</p>	<p>As the curriculum guidance can be wide ranging across all areas of a programme, changes to many aspects of a programme may have an impact on this standard.</p> <p>In most cases this standard is only affected when the curriculum guidance is updated and programmes adapt to the new requirements. As future changes in the curriculum guidance are difficult to predict it is not possible to state that changes to the way in which a programme meets this standard would be major.</p> <p>It would be the impact on the other standards of education and training and the standards of proficiency that would determine if the change was major.</p>	<p>As the changes that might impact on this standard can be wide ranging so too is the potential documentary evidence. We might expect submission of module descriptors, a programme specification, the student handbook, the placement handbook, external examiner's reports and responses, CVs, standards mapping documents or evidence of resources such as photographs.</p> <p>It is also possible that a change to the way in which a programme meets this standard might be wide ranging enough to require a visit. We might want to meet with senior management, the programme team, students, placement providers and conduct a tour of resources available to the programme.</p>	<p>There is the chance that changes to this standard may have a cascade effect across all the standards of education and training. Therefore they may be an impact on SETs 1, 2, 3, 4, 5, and 6.</p>
<p>4.3 Integration of theory and practice must be central to the curriculum to enable safe and effective practice.</p>	<p>This standard can be changed by the re-packaging of learning outcomes. Learning outcomes moving from the university setting to the practice environment or vice versa can impact on the integration of theory and practice. Commonly we see changes to programme curricula that feature the inclusion of new learning outcomes that displace some of the existing learning outcomes from the university setting into the practice setting. It is the nature and number of changes to the learning outcomes and accordingly the standards of proficiency that determines if the change is major.</p> <p>For example, as a result of a change it was expected for practice placement</p>	<p>The documentary evidence most appropriate for this standard normally comes from module descriptors from which visitors can determine the appropriateness and balance of the learning outcomes delivered in both practice and in the university setting.</p>	<p>Whenever learning outcomes that relate to the standards of proficiency are subject to change, re-packaging, or movement then consideration must be given to how the programme will continue to meet SET 4.1 and SET 6.1 which are the ways in which we ensure that all the standards of proficiency are delivered and assessed in a programme.</p>

	<p>staff to deliver and assess the learning outcomes related to the standard of proficiency 3a.1 <i>know the key concepts of the biological, physical, social, psychological and clinical science which are relevant to their profession-specific practice</i>. The additional responsibility of assessing this wide ranging and detailed standard of proficiency would indicate that there is no longer integration of theory and practice enabling safe and effective practice.</p> <p>However, if learning outcomes of this nature are shifted between learning environments it will need to be clear how the staff and resources in the relevant arena are prepared to be able to deliver and assess them.</p>		
<p>4.4 The curriculum must remain relevant to current practice.</p>	<p>Particular changes to the curriculum will not have an impact on this standard. At an approval visit and in the documentation visitors will have seen some evidence that there were mechanisms to ensure currency in the curriculum. It is the changes to these arrangements or processes that will impact upon this standard of education and training.</p> <p>For example, there may be a specific curriculum development meeting held with academic staff and placement providers which is the main forum for issues of new developments in practice to be raised for incorporation into the curriculum. If this meeting were to change in some way then there may be an impact on this standard. The</p>	<p>Documentary evidence of this standard may include minutes of curriculum development meetings, evidence of academic staff engaging in clinical practice, stakeholder involvement meeting minutes, evidence of curriculum changes in light of policy, health and social care, the profession's research base and the law.</p> <p>As this standard can have an impact on the learning outcomes in both the academic and clinical environments and therefore may impact on a graduate's ability to meet the standards of education and training, it may be appropriate to conduct meetings with the programme team, placement providers and senior</p>	<p>If a programme is not current the impact on the standards mainly affects the curriculum and practice education, however there are also implications for programme management. Accordingly, the following SETs may be affected: 3.2, 3.5, 3.6, 4.1, 4.2, 5.9.</p>

	<p>addition of new mechanisms to ensure currency of the programme will be considered a minor change as it exceeds the threshold standard. The reduction in regularity or removal of mechanisms to ensure currency in the curriculum may be considered a major change depending on the scale of the change.</p>	<p>management team to determine how it is planned the programme will develop with the profession.</p>	
<p>4.5 The delivery of the programme must assist autonomous and reflective thinking and evidence based practice.</p>	<p>This standard is normally delivered in the programme through a variety of methods some of which may be research methods modules, personal development profiles, reflective diaries or logs. A change to incorporate additional methods to promote autonomous and reflective thinking would be considered a minor change as it exceeds the threshold standard.</p> <p>It may be the case that a change occurs to replace one method with another. This would normally be considered as a minor change as long as the overall opportunity for students to enhance their reflective skills remains the same. If there is a change to reduce the opportunity to reflect on learning and practice or develop skills pertinent to evidence based practice then this may be considered a major change depending on the scale of the</p>	<p>The documentary evidence for this standard can come from a variety of sources: descriptors for relevant modules, models of personal development profiles, evidence of reflective diaries.</p>	<p>This standard has an impact on specific areas of curriculum delivery and therefore may impact SETs 4.1, 4.2 and 4.6.</p>

	<p>change.</p> <p>For example, removal of an explicit research methods strand delivered in all three levels as modules of bachelors programme would constitute a major change as questions would be raised as to how the programme meets this standard and ensures graduates were able to meet the standards of proficiency. We would need to see evidence of how the programme embeds the skills for autonomous and reflective thinking and evidence based practice.</p>		
<p>4.6 The range of learning and teaching approaches used must be appropriate to the subjects in the curriculum.</p>	<p>A change to learning and teaching approaches of a programme can be considered minor or major depending on the scale of the changes and for the most part this standard is closely tied to other curriculum standards under SET 4. For example, a minor change would be the conversion or addition of a teaching and learning method that does not significantly alter the learning outcomes for a module. The most common form this has taken recently is the inclusion of virtual learning environments for delivery and consolidation of learnt knowledge. A change such as this may be major if the teaching and learning methods alter the learning outcomes that relate to the standards of proficiency. We would require evidence to show how graduates would still be able to attain all the proficiencies for safe practice throughout the programme.</p>	<p>The documentation normally most appropriate to evidence this standard are descriptors of affected modules, which would allow a visitor to assess how the learning and teaching methods are effective at meeting the learning outcomes.</p>	<p>This standard has an impact on specific areas of curriculum delivery and therefore may impact SETs 4.1, 4.2, 4.3, 4.4, 4.5 and 4.7.</p>

<p>4.7 Where there is inter-professional learning, the profession-specific skills and knowledge of each professional group must be adequately addressed.</p>	<p>Inter-professional learning is not a requirement of this standard. Rather, this standard requires that when inter-professional is in place that the professional group will still be able to learn and be assessed on all the required profession specific knowledge. Therefore, as a programme changes to incorporate inter-professional learning we would expect this standard to be impacted. The extent of the re-packaging of learning outcomes from profession specific modules to inter-professional modules determines the scale of the change.</p> <p>In instances where a programme changes to deliver a significant proportion of the learning outcomes inter-professionally there is likely to be a major change. In cases where learning outcomes are amended to be inter-professional and are not related to the standards of proficiency or are delivered and assessed elsewhere in the programme it is likely that the change will be minor.</p>	<p>The documentation normally most appropriate to evidence this standard are descriptors of affected modules, which would allow a visitor to assess how the learning outcomes have been moved or amended to fit an inter-professional learning agenda.</p>	<p>This standard has an impact on specific areas of curriculum delivery and therefore may impact SETs 4.1, 4.2, 4.3, 4.4, 4.5 and 4.6.</p>
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5 Practice placements standards			
<p>5.1 Practice placements must be integral to the programme.</p>	<p>To meet this standard there are a number of other standards that are required to be met. As a result of this, it is unlikely that change will mean that this standard is impacted directly. Rather, a change to placement arrangements will mean that other standards are impacted and indirectly this will mean that SET 5.1 has been impacted. If SET 5 has been impacted in some way, it is likely that a major change will have occurred.</p> <p>For example, if the placement structure for the programme changed and accordingly the sequence of learning outcomes in the practice and academic settings change, a significant proportion of the programme has been subject to change. We will need to see the impact of potential changes to the integration of theory and practice, the teaching and learning methods in practice and academic settings and partnership arrangements with placement providers.</p>	<p>As placements are vital to the ability of a pre-registration programme to deliver safe and effective graduates it will mostly be the case that we will need to obtain documentation and hold meetings with placement providers, programme staff and senior management.</p> <p>The documents that we could use to assess the change would be the student handbook, module descriptors, placement handbook, evidence of the meetings between academic and practice placement staff.</p>	<p>This standard might be impacted by the changes affecting the following standards of education and training: 3.1, 3.2, 3.7, 4.1, 4.2, 4.3, 4.4, 4.6, 5.2, 5.4, 5.5, 5.9, 6.1, 6.2, 6.3, 6.4, 6.6</p>

<p>5.2 There must be an adequate number of appropriately qualified and experienced staff at the placement.</p>	<p>At the time of approval, the visitors assessed the number of placement educators and the placement supervision model as meeting this standard. Therefore, the model of supervision must also be taken into account on top of the actual number of placement educators.</p> <p>For example the inclusion of additional numbers of placement educators may seem to be beneficial to students in placement, but if the placement supervision model is not effectively in place it will mean that students are supervised directly by too many people. Also a reduction in available placement mentors will only be problematic if there are insufficient numbers to support the placement supervision model for the number of students.</p> <p>Therefore changes to this standard are not as simple as an increase or decrease in the number of available placement educators. The impact of a change on this standard can be measured by determining how placement educator numbers will impact upon the effectiveness of the placement supervision model.</p> <p>Also significant changes to the placement supervision model (such as increased reliance on placement educators as academic staff are unavailable to visit placements as regularly) may result in a major change.</p>	<p>The key documentary evidence for this change might be the placement handbook, placement audits, minutes of meetings between academic and placement staff.</p> <p>It may be appropriate to use a visit to assess changes to the way in which a programme meets this standard if there is reason to be concerned about the appropriateness of placement supervision or if there are many other areas where changes have had an impact. Meetings would be required with the senior management team, programme team, placement providers and students.</p>	<p>The SETs that might also be impacted by a change that affects this particular standard are: 3.2, 3.4, 5.1, 5.3.1, 5.3.2, 5.4, 5.6, 5.8.1, 5.8.2, 5.8.3</p>
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<p>5.3.1 The practice placement settings must provide a safe environment.</p>	<p>This standard is dependent on a number of the other standards of education and training. The way in which this standard is met may change if:</p> <p>changes occur to the approval and audit mechanism used for placements, responsibility for placement approval and audit is devolved from the education provider, changes occur to placement health and safety policies, changes occur to information and induction provided to students on placement.</p> <p>An example of a minor change might be that the induction period in placement is extended or placement health and safety policies are amended to include additional stipulations for safety in the placement environment.</p> <p>An example of a major change might be the education provider no longer conducting audits of placements itself and relying on a third party or the placement providers to self assess.</p> <p>In the case of this change we would require evidence to determine that the education provider was still able to access, analyse and act upon the information from the audits, that the information collected in the audit mechanism is appropriate and that the agreement between the education provider and the party conducting the audit is robust.</p>	<p>The documentary evidence that might evidence how this standard continues to be met might be: amended placement health and safety policies, amended policies for the approval and monitoring of placement settings, amended placement handbooks or agreements between education providers and placement providers.</p> <p>If there is reason to believe that placements may not be a safe environment as a result of a change then a visit may be an appropriate method to establish how the programme continues to meet the standards of education and training. If a visit was conducted for this reason we would need to meet with the programme team, placement providers and students. It may also be the case that a visit to placement environments is required if there are specific areas of concern.</p>	<p>This standard might be impacted by the changes affecting the following standards of education and training: 3.2, 5.2, 5.3.2, 5.4, 5.6, 5.8.1, 5.8.2, 5.8.3, 5.12.</p>
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<p>5.3.2 The practice placement settings must provide safe and effective practice.</p>	<p>Again, this standard is dependent on a number of other standards of education and training. The way in which this standard is met may change if: the supervision arrangements in practice change changes occur to information and induction provided to students on placement.</p> <p>For example, a minor change would be changing the placement induction period to incorporate additional information on the HPC standards of conduct, performance or ethics, or changing the placement handbook to give more information on risk assessment in the practice setting. An example of a major change might be a change to the practice supervision model so that students ability to access their supervisor changes.</p>	<p>The documentary evidence that might evidence how this standard continues to be met might be: amended placement health and safety policies, amended polices for the approval and monitoring of placement settings, amended placement handbooks or agreements between education providers and placement providers.</p> <p>If there is reason to believe that placements may not be suitable for safe and effective practice as a result of a change then a visit may be an appropriate method to establish how the programme continues to meet the standards of education and training. If a visit was conducted for this reason we would need to meet with the programme team, placement providers and students. It may also be the case that a visit to placement environments is required if there are specific areas of concern.</p>	<p>This standard might be impacted by the changes affecting the following standards of education and training: 3.2, 4.5, 5.2, 5.3.1, 5.4, 5.6, 5.7.1, 5.7.2, 5.7.3, 5.7.4, 5.7.5, 5.8.1, 5.8.2, 5.8.3, 5.9, 5.10, 5.11, 5.12, 5.13.</p>
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<p>5.4 Learning, teaching and supervision must be designed to encourage safe and effective practice, independent learning and professional conduct.</p>	<p>This standard can be impacted upon by a number of changes such as: changes to supervision arrangements in practice, changes to the information and induction provided to students on placement, changes to the learning outcomes delivered and assessed in the practice setting, changes to the learning and teaching methods in practice, changes to the training given to placement educators.</p> <p>An example of a minor change might be a change in how information about expectations for professional conduct are delivered to students. If for example, professional expectations were previously delivered by placement staff on the first day of placement, but then relocated to the academic setting before students went on placement the change would be minor. Again, a change to exceed the threshold standard, such as increasing the number of practice educator training opportunities would also be minor.</p> <p>There are a large number of potential changes that could be major for this standard. Producing safe and effective, independent and professional practitioners is the goal of an approved programme and so changes to this standard have a potential impact on the graduates of a programme.</p> <p>For example, a major change might be a change to the supervision arrangements in placement that</p>	<p>The documentary evidence that might evidence how this standard continues to be met might be: amended policies for the approval and monitoring of placement settings, amended placement handbooks, evidence of training in teaching, learning and assessment methods appropriate to the learning outcomes, amended module descriptors and practice assessment documentation.</p> <p>As the changes to how this standard are met can result in a cascade of changes across SET 3, SET 4 a visit may be an appropriate method to establish how the programme continues to meet the standards of education and training. If a visit was conducted for this reason we would need to meet with the programme team, placement providers and students. It may also be the case that a visit to placement environments is required if there are specific areas of concern.</p>	<p>This standard might be impacted by the changes affecting the following standards of education and training: 4.3, 4.5, 5.2, 5.3.1, 5.6, 5.7.1, 5.7.2, 5.7.3, 5.7.4, 5.7.5, 5.8.1, 5.8.2, 5.8.3, 5.9, 5.10, 5.11, 5.12, 5.13.</p>
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	<p>reduces the contact time with sufficiently experienced practice colleagues.</p> <p>Another example might also be moving the delivery of additional learning outcomes into the practice setting. This change would require consideration of the ability of practice educators to deliver and assess these learning outcomes which might lead to a requirement for further training.</p>		
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<p>5.5 The number, duration and range of placements must be appropriate to the achievement of the learning outcomes.</p>	<p>There two ways in which a programme can change the way in which it meets this standard: the overall number of placements can change; the placement venues can change and therefore change the patient/client groups to which students are exposed.</p> <p>Changes to the way in which this standard is met might have an impact on the integration of theory and practice. However, if an additional placement is made available to students to increase their experience across placement settings and no changes occur to the delivery of the curriculum, then this could be a minor change. If however the additional placement led to a change in how and where learning outcomes are delivered then there is the risk that the change could be major because of the impact on curriculum standards.</p> <p>An example of a major change to a programme would be a restructured placement scheme (ie differing lengths of placements in different placement settings). The impact of changing the placement scheme had an impact on other placement standards, such as the preparedness of the placement educators, as well as causing changes in how and when learning outcomes are delivered in practice and in the academic setting.</p>	<p>The documentary evidence that could be used to assess how this standard might be: the placement handbook, an overview of the placement structure, module descriptors for appropriate modules, information on placement educator training or updating to facilitate changes in the placement structure.</p> <p>A visit might also be an appropriate form of evidence gathering to ensure the programme meets the standards of education and training. At this visit we would conduct meetings with placement providers, the programme team and students.</p>	<p>This standard has a significant impact on the following other standards: 3.2, 3.7, 3.12, 4.1, 4.2, 4.3, 4.6, 5.1 ,5.2, 5.3.1, 5.3.2, 5.8.1, 5.8.2, 5.8.3, 5.9, 5.10</p>
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<p>5.6 The education provider must maintain a thorough and effective system for approving and monitoring all placements.</p>	<p>This standard is key to the way in which HPC approves programmes of study. As the education provider takes responsibility for the approval and monitoring of the placement environment the mechanism that is used to achieve this is the way that HPC satisfies itself that the arrangements and resources in placement are appropriate. A change to the approval and monitoring mechanism can have a cascade effect across many of the standards within SET 5 and some of the management standards in SET 3.</p> <p>An example of a minor change to this standard might be the addition of further areas for assessment at the audit or a change to the timing of visits to placement providers that does not reduce the overall number of audits. Another example of a minor change would be addition of a new placement environment. If the process for approval and monitoring is the same then this standard will continue to be met if new placement environments are made available to students.</p> <p>A major change for this standard might be a reduction in the number of audits of placements or replacing the audit mechanism that was approved with a new process.</p>	<p>As this standard has an impact across much of SET 5, one of the appropriate methods to assess whether the programme continues to meet the standards may be a visit to conduct meetings with the programme team, students and placement providers.</p> <p>However, depending on the nature of a change there may be appropriate documentation that could be used to determine whether the programme continues to meet the standards of education and training. For example, a document outlining the process for conducting approval and monitoring of placement environment with examples of the records of placement audits may be appropriate to evidence changes. Minutes from practice placement and programme team meetings would also demonstrate how both parties involved with ensuring standards in placement are satisfied with the arrangements.</p>	<p>This standard has a significant impact on the following other standards: 3.2, 3.7, 3.12, 5.2, 5.3.1, 5.3.2, 5.8.1, 5.8.2, 5.8.3, 5.13.</p>
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<p>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.</p>	<p>This standard relates to the ways in which students and placement educators are made aware of the learning outcomes they are expected to achieve or deliver in practice. There are a number of mechanisms that can be used to communicate this to students, but the most common are the placement handbook, practice assessment documentation, regular meetings or action planning.</p> <p>The ways in which this standard might change are related to the ways in which communication with placement providers and students may change. For the most part we would anticipate that changes of this kind would have a minor impact on programmes. An example of a minor change might be the addition of formal action planning sessions at the commencement of each placement to identify the learning outcomes targeted for attainment. An example of a major change might be a reduction in the number of updating sessions for practice educators or</p>	<p>The documentary evidence that might be appropriate to evidence this standard of education and training would be: the placement handbook, information given to students and placement providers such as presentations or induction schedules.</p> <p><i>As this standard is related to the effectiveness of communications it may be appropriate to conduct meetings with students or placement providers but it would be preferable to assess this standard using documentation.</i></p>	<p>This standard has a significant impact on the following other standards: 4.1, 4.3, 5.3.2, 5.4, 5.9 and 5.10.</p>
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<p>5.7.2 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of timings and the duration of any placement experience and associated records to be maintained.</p>	<p>A change to the way in which this standard is met might be caused by changes in the way in which information is presented to students in the placement handbook, placement assessment documents or induction and training periods.</p> <p>For example, a change might be made to change the placement pattern. This change would have an impact on SET 5.4, but also to the way in which the placement pattern is communicated to students and placement providers. We would expect to see an amended placement handbook or assessment document or other documentary evidence to show how the placement pattern is communicated to students. The impact on the standard would be considered to be a major change.</p> <p>An example of a minor change might be a change to the way in which records of placement experience is recorded. If a record of hours in practice was changed to be incorporated into a "practice assessment document" then the standard will continue to be met and therefore this would be considered to be minor.</p>	<p>The documentary evidence that might be appropriate to evidence this standard of education and training would be: the placement handbook, information given to students and placement providers such as presentations or induction schedules.</p> <p>As this standard is related to the effectiveness of communications it may be appropriate to conduct meetings with students or placement providers but it would be preferable to assess this standard using documentation.</p>	<p>This standard has a significant impact on the following other standards: 5.3.2, 5.4, 5.9 and 5.10</p>
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<p>5.7.3 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of expectations of professional conduct.</p>	<p>A change to the way in which this standard is met might be caused by changes in the way in which information is presented to students in the placement handbook, placement assessment documents or induction and training periods.</p> <p>For example, a change might be made to the way in which the HPC standards of conduct, performance and ethics are communicated to students. It may be that prior to a change the expectations of professional conduct were delivered in an induction period on the first placement in the programme and that after a change they are now delivered in the academic setting before students attend the first placement. This change would generally be minor as long as the information provided to students still communicates clearly the expectations of professional conduct.</p> <p>A change to the way that this standard is met might be considered major if the expectations of professional conduct are not articulated clearly to placement providers and students after a change.</p>	<p>The documentary evidence that might be appropriate to evidence this standard of education and training would be: the placement handbook, information given to students and placement providers such a presentations or induction schedules.</p> <p>As this standard is related to the effectiveness of communications it may be appropriate to conduct meetings with students or placement providers but it would be preferable to assess this standard using documentation.</p>	<p>This standard has a significant impact on the following other standards: 5.3.2, 5.4, 5.9 and 5.10</p>
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<p>5.7.4 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the assessment procedures including the implications of, and any action to be taken in the case of failure.</p>	<p>A change to the way in which this standard is met might be caused by changes in the way in which information is presented to students in the placement handbook, placement assessment documents or induction and training periods.</p> <p>This standard may be impacted by a change to SET 6.7.1 if, for example, the number of attempts available to students at modules changes, that change will need to be communicated to students and placement providers. Although the change to assessment regulations may in itself be major, the change to the way in which it is communicated to relevant people will be minor.</p>	<p>The documentary evidence that might be appropriate to evidence this standard of education and training would be: the placement handbook, information given to students and placement providers such as presentations or induction schedules.</p> <p>As this standard is related to the effectiveness of communications it may be appropriate to conduct meetings with students or placement providers but it would be preferable to assess this standard using documentation.</p>	<p>This standard has a significant impact on the following other standards: 5.3.2, 5.4, 5.9 and 5.10</p>
<p>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.</p>	<p>A change to the way in which this standard is met might be caused by changes in the way in which information is presented to students in the placement handbook, placement assessment documents or induction and training periods.</p> <p>This standard might be subject to change from a change in the placement supervision model, placement management structures and education provider placement co-ordination. For example, if the placement co-ordination process changes and as a result there are a range of individuals performing different placement co-ordination roles, then the information provided to students and placement providers will have to change. The change to the</p>	<p>The documentary evidence that might be appropriate to evidence this standard of education and training would be: the placement handbook, information given to students and placement providers such a presentations or induction schedules.</p> <p>As this standard is related to the effectiveness of communications it may be appropriate to conduct meetings with students or placement providers but it would be preferable to assess this standard using documentation.</p>	<p>This standard has a significant impact on the following other standards: 5.3.2, 5.4, 5.9, 5.10, 6.7.1.</p>

	information or the way it is presented is likely to be a minor change, but the cause of the change is likely to be major.		
5.8.1 Unless other arrangements are agreed, practice placement educators must have relevant qualifications and experience.	A change to this standard might be caused by a change to curriculum guidance on relevant qualifications and experience for practice educators. Any up-skilling or addition to the period of experience required before being able to supervise students would be considered to be a minor change as the threshold standard is being exceeded. If there is a reduction in the amount of time required in practice before becoming a practice educator or the qualification required changes significantly then a major change may have occurred.	The documentation that might be used to assess this change might be the placement handbook, lists of practice educators, copies of documentation used to approve and audit placement environments and details of the specific qualifications practice educators are required to hold.	This standard has a significant impact on the following other standards: 5.2, 5.3.2, 5.4, 5.6
5.8.2 Unless other arrangements are agreed, practice placement educators must be appropriately registered.	We expect that students have access to placement staff who are on the appropriate part of the Register. If a change occurs that increases access to registered staff then a minor change has occurred as this exceeds the threshold standard. If a decision is made to routinely not require a registered member of staff as a placement educator then we will require evidence to show how a student is able to receive profession	The documentation that might be used to assess this change might be the placement handbook, lists of practice educators, copies of documentation used to approve and audit placement environments and details of the specific qualifications practice educators are required to hold.	This standard has a significant impact on the following other standards: 5.2, 5.3.2, 5.4, 5.6

	<p>specific knowledge. This type of change would be considered major in nature.</p>		
<p>5.8.3 Unless other arrangements are agreed, practice placement educators must undertake appropriate practice placement educator training.</p>	<p>Placement educators are expected to be trained by the education providers in the specifics of delivery and assessment for the programme. As changes occur to the programme, there may be training implications for placement educators. The adaptation of the training programme to changes in the programme would generally be considered a minor change. Increases in the regularity or duration of training sessions would normally be regarded as a minor change as it exceeds the threshold standard.</p> <p>An example of a major change might be to routinely no longer require that practice educators undertake the training before supervising students. We would require evidence of how the placement educators will be prepared to supervise and assess students without the requirement for training.</p>	<p>The documentation that might be used to assess this change might be the placement handbook, lists of practice educators, copies of documentation used to approve and audit placement environments and details of the specific qualifications practice educators are required to hold or training that is required.</p>	<p>This standard has a significant impact on the following other standards: 5.2, 5.3.2, 5.4, 5.6, 5.10</p>

<p>5.9 There must be collaboration between the education provider and practice placement providers.</p>	<p>The collaboration between education provider and practice placement providers can occur in a variety of ways such as training, updating sessions, formal meetings, and collection of feedback or production of literature. A change to any of these methods of communicating and collaborating with practice placement providers will change the way in which this standard is met.</p> <p>A change to increase the frequency or number of methods to collaborate with placement providers would normally be a minor change as the change will exceed the threshold standard. Replacing the method of collaboration with another would normally also be a minor change. For example, a change is made to replace annual formal meetings with more regular updates given in the placement environment. As long as the method of collaboration provides an opportunity for placement providers to input into the programme then the standard is still being met.</p> <p>A change to reduce the opportunity for collaboration may be considered major. An extreme example would be a change to no longer take into account feedback from placement providers. We would require evidence of how you plan to continue to meet this standard through other means.</p>	<p>The documentation that might be used to assess this change would be minutes of meetings, practice placement handbooks, produced literature, and evidence of collection of feedback from placement providers.</p>	<p>A change to this standard may have an impact on the way in which the following standards are met: 3.2, 5.1</p>
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<p>5.10 The education provider must ensure necessary information is supplied to practice placement providers.</p>	<p>The way in which an education provider communicates with practice placement providers varies between institutions. A change to the method by which information is communicated or the timing of communication can have an impact on the way in which this standard is met.</p> <p>An example of a minor change might be the introduction of a web-based system of communication which will operate in addition to the existing placement handbook. The threshold standard continues to be met and so there is no impact on the way in which this standard is met.</p> <p>A major change might result from a change to the method of placement co-ordination at the education provider. The information and the timing of communication may be impacted by the changes to the system of co-ordination. We would require evidence to determine how information is communicated to placement providers to ensure that this standard continues to be met.</p>	<p>The documentation that might be appropriate to evidence this change would be a placement handbook, practice assessment documents, webpages for placement educators, CDs or DVDs made to update / train practice educators.</p> <p>One of the ways to evidence the effectiveness of communication is to hold meetings with practice educators, the programme team and students.</p>	<p>A change this standard may have an impact on the way in which the following standards are met: 3.1, 5.1, 5.7, 5.11</p>
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<p>5.11 Practice placement providers must ensure necessary information is available at the appropriate time for both the education provider and students.</p>	<p>The way in which this standard is met can be impacted by changes to the way in which information is communicated and the timing of communication.</p> <p>An example of a minor change might be the introduction of a web-based system of communication which will operate in addition to the existing placement handbook. The threshold standard continues to be met and so there is no impact on the way in which this standard is met.</p> <p>A major change might be result from a change to the timing of examination / degree board meetings, requiring placement providers to complete assessment documents in a shorter period of time. Placement providers and the education provider would need to collaborate to determine how the changes are to be managed to ensure that all assessments are complete.</p>	<p>The documentation that might be appropriate to evidence this change would be a placement handbook, practice assessment documents, webpages for students, and information on placement sites.</p> <p>One of the ways to evidence the effectiveness of communication is to hold meetings with practice educators, the programme team and students.</p>	<p>A change this standard may have an impact on the way in which the following standards are met: 3.1, 5.1, 5.7, 5.11.</p>
<p>5.12 A range of learning and teaching methods that respect the rights and needs of patients or clients and colleagues must be in place throughout practice placements.</p>	<p>We expect this standard to be met partially through a student or registrant meeting the standards of conduct, performance and ethics. However there are changes that occur to programmes that might increase the risk of this standard not being met. An example of a minor change would be the introduction of a new teaching method into the practice setting where students perform techniques on patients or clients. As long as consent is obtained from the patient as it normally would be, the change would be considered minor.</p>	<p>Appropriate documentary evidence for this change may come from module descriptors or information provided to placement providers or students about patient interaction and consent procedures.</p>	<p>A change this standard may have an impact on the way in which the following standards are met: 5.1, 5.3.1, 5.4, 5.6.</p>

	<p>An example of a major change might be the impact caused by a change to the placement supervision model. If a "buddy" system was introduced and students spent less time with their nominated supervisor, we would require evidence of how the new placement supervision model provided assurances that this standard continued to be met.</p>		
<p>5.13 The placement providers must have an equal opportunities and anti-discriminatory policy in relation to candidates and students, together with an indication of how this will be implemented and monitored.</p>	<p>A change to equal opportunities and anti-discriminatory policies which includes additional protection for individuals as a result of changes to existing legislation or the introduction of new legislation will be considered a minor change. Increases in the regularity or intensity of review and monitoring of the implementation of equal opportunities and anti-discriminatory policies would also be considered a minor change.</p> <p>The removal of a group from coverage under the policies or a reduction in the frequency or intensity of the monitoring of implementation of the policies may be result in a major change.</p> <p>Another change that might affect the way this standard is met would be a change to the way in an education provider obtains evidence of relevant policies being in place. For example, we would expect these policies to be in place before students attended a placement environment. If an education provider made changes which meant that a placement might not be checked prior to a student</p>	<p>The policies or policy for equal opportunities and anti-discrimination along with the implementation schedules and monitoring processes.</p>	<p>A change this standard may have an impact on the way in which the following standards are met: 3.13, 5.6</p>

	placement then we would require evidence of how this standard continues to be met.		
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6 Assessment standards			
<p>6.1 The assessment design and procedures must assure that the student can demonstrate fitness to practice.</p>	<p>This standard can be impacted by changes to the assessment methods and the assessment procedures.</p> <p>A change to assessment methods in use to assess the learning outcomes related to the standards of proficiency may result in a major change. For example, in a “professional aspects of practice” module an assessment changes from a two-hour examination to an hour long multiple choice questionnaire. We would require evidence to be able to determine that that the method of assessment is appropriate to the attainment of the required learning outcomes.</p> <p>If, however, learning outcomes attached to a particular assessment were not related to the standards of proficiency this would normally be a minor change.</p> <p>This standard also requires the assessment procedures to be appropriate to ensuring a graduate attains all the standards of proficiency. Therefore changes to the assessment regulations may result in an impact on this standard. An example of a major change might be a change to the condonement regulations. We would require evidence to show how the new condonement regulations do not risk a graduate completing the programme and not successfully attaining all the standards of proficiency.</p>	<p>The documentary evidence that would normally be appropriate to this standard would be module descriptors and programme specification in the original and amended form to allow us to determine how the assessment of learning outcomes have changed / moved in the programme.</p> <p>As this standard also requires the assessment procedures to assure a graduate will meet all the standards of proficiency, it may also be appropriate to receive the assessment regulations for the programme.</p>	<p>A change to this standard may impact on how the following standards of education and training are met: 6.2, 6.3, 6.4, 6.5, 6.6, 6.7.1.</p>

<p>6.2 Assessment methods must be employed that measure the learning outcomes and skills that are required to practice safely and effectively.</p>	<p>This standard requires that the assessment methods are appropriate to determining the attainment of learning outcomes related to the standards of proficiency. Therefore, changes to the assessment methods will have an impact on the way in which this standard is met. The impact on a graduate's ability to practice safely and effectively determines the scope of the change.</p> <p>An example of a minor change might be a change to the duration of a particular examination or a change to the weighting between examination and coursework in a particular module. The impact on a graduate's ability to practice safely and effectively is not necessarily compromised by these changes and so we will not require evidence of how the programme continues to meet this standard.</p> <p>A major change to this standard might be a change across the assessment schedule to include new teaching, learning and assessment approaches. For example, a problem based learning approach might be introduced into the first year of a programme. Along with a range of other changes there are necessary changes to assessment methods, such as assessing group contributions or learning logs. We would need to see evidence of how these learning outcomes related to the standards of proficiency are still being attained with the new methods.</p>	<p>The documentary evidence for this standard can come from a number of sources. The most common would be programme specifications and module descriptors. It might also be appropriate to submit practice assessment documents or information provided to students such as module handbooks to further illustrate how the assessments will work.</p>	<p>A change this standard may have an impact on the way in which the following standards are met: 6.1, 6.5</p>
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<p>6.3 All assessments must provide a rigorous and effective process by which compliance with external reference frameworks can be measured.</p>	<p>The HPC approval process does not determine fitness for award, solely fitness to practice. However, we would expect assessments to be appropriate to the award as this will have an impact on the attainment of learning outcomes related to the standards of proficiency. Other external reference frameworks for assessment may be curriculum guidance.</p> <p>An example of a minor change might be a change to the criteria for the award of a mark above the first class boundary. A graduate's ability to practice safely and effectively is not necessarily compromised by a change in the criteria that exceed the threshold standard.</p> <p>A major change to this standard might result from a change to criteria to award a pass grade. The risk here derives from the pass criteria no longer ensuring that a graduate is eligible to apply for registration meets all the standards of proficiency. For example, if the pass criteria for an assessment included "does not communicate information clearly" then there would be a risk to a graduate's ability to practice safely and effectively and we would need evidence to see how all the standards of proficiency are being assured.</p>	<p>The documentary evidence for this standard can come from a number of sources. The most common would be programme specifications and module descriptors. It might also be appropriate to submit practice assessment documents or information provided to students such as module handbooks to further illustrate how the assessments will work.</p>	<p>A change this standard may have an impact on the way in which the following standards are met: 6.1, 6.5</p>
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<p>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.</p>	<p>This standard requires that there is a system of monitoring and evaluation of assessments, student performance and progression through a programme. This can be done in various ways and so there are many factors that may impact on the way in which this standard is met.</p> <p>An example of a minor change might be a change to an institutional method of reporting on an annual basis. This change may have an impact on the timing, format and appearance of the reporting, but as long as there is appropriate scrutiny of the assessment performance and progression information then this standard will continue to be met.</p> <p>An extreme example of a major change would be the decision to stop conducting an evaluation of performance and progression information. We would require evidence to determine how assessment information is appropriately recorded and acted upon to ensure that assessments are appropriate to their purpose.</p>	<p>The documentary evidence that might be appropriate to this standard would be minutes of examination board meetings, annual reports on teaching, learning and assessment or other reports used to determine the effectiveness and appropriateness of assessment methods.</p>	<p>A change to this standard may have an impact on the way in which the following standards are met: 3.2, 6.1, 6.2, 6.5.</p>
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<p>6.5 There must be effective mechanisms in place to assure appropriate standards in the assessment.</p>	<p>The processes used to assure appropriate standards in assessment might be moderation of marking, the role of the external examiner, clear marking criteria and guidelines. Changes to these and other types of quality assurance of the assessment process may have an impact on how this standard is met.</p> <p>An example of a minor change might be a change to a marking policy. The policy may be changed so that from previously having to double mark every item of assessment an item is only double marked if it contributes 20% or more to the weighting of the module mark. The risk to a graduate's ability to practice safely and effectively is minor in this case.</p> <p>An example of a major change might be that the external examiner had to step down suddenly without notice and for one year there was no external examiner available for the programme. This has a potential impact on effective measurement of a graduate's attainment of the standards of proficiency. We would require evidence of the steps that were taken to ensure that the assessment methods were effective and appropriate.</p>	<p>The documentary evidence that might be appropriate to this standard would be assessment regulations, marking policies or guidelines, external examiner reports and your responses to them, or assessment criteria.</p>	<p>A change to this standard may have an impact on the way in which the following standards are met: 6.1, 6.2, 6.3.</p>
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<p>6.6 Professional aspects of practice must be integral to the assessment procedures in both the education setting and practice placement.</p>	<p>A safe and effective practitioner must know, understand and demonstrate professional standards of conduct, performance and ethics. Therefore changes to how and when professional aspects of standards are assessed can have an impact on how this standard is met.</p> <p>An example of a minor change might be a change to an assessment in professional studies module from an examination and coursework to just a coursework submission. This change will not necessarily compromise the opportunity for a student to demonstrate their understanding of professional aspects of practice.</p> <p>An example of a major change might be an institutional change to condonement / compensation regulations which would allow a professional studies module to be condoned. There is a risk that a graduate may complete the programme without attaining all the learning outcomes related to the standards of proficiency. We would require evidence to show how a graduate would still meet all the standards of proficiency through other parts of the assessment schedule or by making the professional studies module to be exempt from institutional condonement / compensation regulations.</p>	<p>The documentary evidence that might be appropriate to this standard would be assessment regulations, assessment criteria, module descriptors, practice assessment documents.</p>	<p>A change to this standard may have an impact on the way in which the following standards are met: 5.7.3, 6.1, 6.2.</p>
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<p>6.7.1 Assessment regulations must clearly specify requirements for student progression and achievement within the programme.</p>	<p>This standard can be affected by changes to the curriculum and to assessment methods. HPC needs to be assured that progression through the programme is reliant on successfully obtaining the standards of proficiency and complying with the standards of performance, conduct and ethics. Therefore changes to the number of attempts students might have at a particular assessment or changes to condonement policies may result in a major change.</p> <p>An example of a major change might be that institution wide assessment regulations may be amended to allow programmes to condone an increased number of modules. HPC would require evidence of the programme specific regulations that exempt the programme from the institution wide regulation to ensure that graduates will successfully obtain all the standards of proficiency by the end of the programme.</p> <p>A minor change might be an increase in the number of credits required for progression from one level to another as it would exceed the threshold standard.</p>	<p>The documentary evidence for how this standard is met would be the specific requirement either in general or programme specific assessment regulations or programme documentation.</p>	<p>This standard if not being met might mean that standard 6.1 is not met.</p>
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<p>6.7.2 Assessment regulations must clearly specify requirements for awards which do not provide eligibility for inclusion onto the Register not to contain any reference to an HPC protected title in their title.</p>	<p>This standard requires that any awards titles that will not lead to eligibility to apply for registration will not contain the protected title. We would expect that if a change occurred to a title of a default award, fall-back award, alternate award or stepping off point it would still not contain the protected titles. Therefore, as long as the title did not contain the protected titles this would be a minor change.</p>	<p>The documentary evidence for how this standard is met would be the specific requirement either in general or programme specific assessment regulations or programme documentation.</p>	<p>This standard if not being met might mean that standard 6.1 is not met.</p>
<p>6.7.3 Assessment regulations must clearly specify requirements for an aegrotat award not to provide eligibility for admission to the Register.</p>	<p>We would not expect a change to affect this particular standard, however, if a change occurred to aegrotat regulations at an institutional level for example, as long as it was clear that the aegrotat award did not lead to registration it would be a minor change.</p>	<p>The documentary evidence for how this standard is met would be the specific requirement either in general or programme specific assessment regulations or programme documentation.</p>	<p>This standard if not being met might mean that standard 6.1 is not met.</p>
<p>6.7.4 Assessment regulations must clearly specify requirements for a procedure for the right of appeal for students.</p>	<p>A change to this standard might occur if there are changes to the process that students follow to appeal. As long as a process is available to students then changes to that process would be considered minor.</p>	<p>The documentary evidence for how this standard is met would be the specific requirement either in general or programme specific assessment regulations or programme documentation.</p>	<p>N/A</p>

<p>6.7.5 Assessment regulations must clearly specify requirements the appointment of at least one external examiner from the relevant part of the HPC Register unless other arrangements are agreed.</p>	<p>A change to an external examiner is not in itself a major change. If the new external examiner is from the appropriate part of the Register then the change is minor. If the new external examiner is not on the appropriate part of the Register then this is major change and we will need evidence to determine that the external examiner has sufficient knowledge and experience.</p> <p>Changes to the assessment regulations regarding external examiners would normally be minor as long as it is clear that the external examiner must be registered or the HPC must agree the alternate arrangements.</p>	<p>The documentary evidence for how this standard is met would be the specific requirement either in general or programme specific assessment regulations or programme documentation.</p> <p>In the event of a major change as a result of an external examiner not on the HPC Register we will require a CV to assess the experience and qualifications of the proposed external examiner.</p>	<p>This standard may have an impact on 6.5 and therefore 6.1 if the change is significant enough.</p>
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Major Change Visitors' Report

Name of education provider	
Programme Name	
Mode of delivery	
Relevant part of HPC register	
Relevant modality	
Relevant entitlement(s)	
Date of submission to HPC	

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Executive summary

The Health Professions Council (HPC) approves educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC approve programmes on an open-ended basis which requires that, when significant changes occur to a programme, HPC receive notification and are able to ensure all our standards continue to be met. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 13 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'XXXXXX' or 'XXXXXX' (delete as appropriate) must be registered with us. The HPC keep a register of health professionals who meet our standards for their training, professional skills, behaviour and health.

Optional paragraph (for inclusion on LA/POM/SP programmes)

As well as approving educational programmes for people who want to join the Register, the HPC also approve a small number of programmes for those already on the Register. The post-registration programmes we currently approve are supplementary prescribing programmes (for chiropodists / podiatrists, radiographers and physiotherapists) and programmes in local anaesthetics and prescription-only medicine (for chiropodists / podiatrists).

Select one of the three paragraphs

1. The major change visitors' report which follows outlines the recommended outcome made by the visitors on the ongoing approval of the programme. The visitors' recommended outcome is that the programme continues to meet the standards of education and training and that those who complete the programme continue to meet the standards of proficiency for the appropriate profession.

2. The major change visitors' report which follows outlines the recommended outcome made by the visitors on the ongoing approval of the programme. The visitors' recommended outcome is that there is insufficient evidence to show how the standards of education and training are being met and that it was not certain that those who complete the programme will continue to meet the standards of proficiency. Therefore, an approval visit is required to collect more evidence and if necessary place conditions on the ongoing approval of the programme.

Paragraph to be completed and added after report has been sent to ETC

The report was considered by the Education and Training Committee on <panel date>. At this meeting, the Committee accepted the visitors' recommended outcome and ratified the decision.

Introduction

The education provider contacted the HPC to notify of changes occurring to the programme that may have an impact on the standards of education and training and the standards of proficiency. The nature of the change required additional scrutiny by visitors to determine whether the programme continued to meet the standards of education and training and graduates continued to meet the standards of proficiency.

Major change submission details

Name and profession of HPC visitors	Name of visitor (Profession) Name of visitor (Profession)
HPC executive officer	

Summary of change

Threshold for entry to the register

Admissions

Management and resources

Curriculum

Practice placements

Assessment

Sources of evidence

To show how the programme continues to meet the standards of education and graduates continue to meet the standards of proficiency the education provider submitted the following documentation:

- Programme specification
- Descriptions of the modules
- Mapping document providing evidence of how the education provider has met the SETs
- Practice placement handbook
- Student handbook
- Curriculum vitae for relevant staff
- External examiners' reports
- Other
- Other
- Other

Recommended outcome

To recommend a programme for ongoing approval, the visitors must be assured that the programme meets all of the standards of education and training (SETs) and that those who complete the programme meet our standards of proficiency (SOPs) for their part of the Register.

Choose one of the following bullet points, depending on overall recommendation

The visitors agreed to recommend to the Education and Training Committee that

1. the programme continues to meet the standards of education and training and graduates will continue to meet the standards of proficiency.
2. there is insufficient evidence to determine if or how the programme continues to meet the following standards of education and training:

Choose the SETs which are not met and include the following under each SET

Reason: XXXXX

The Council normally expects that the threshold entry routes to the Register will be the following:

1.1.1 Bachelor Degree with Honours for the following professions:

- Chiropody or Podiatry;
- Dietetics;
- Occupational therapy;
- Orthoptics;
- Physiotherapy;
- Prosthetics and Orthotics;
- Radiography;
- Speech and Language Therapy;
- Biomedical Science (with the Certificate of Competence awarded by the Institute of Biomedical Science (IBMS), or equivalent if appropriate); and

1.1.2 Masters degree for the arts therapies

1.1.3 Masters degree for the clinical sciences with the Certificate of Attainment from the Association of Clinical Scientists or equivalent

1.1.4 Equivalent to Certificate of Higher Education for Paramedics

1.1.5 Diploma of Higher Education in Operating Department Practice for Operating Department Practitioners

2.1 The admission procedures must give both applicant and the education provider the information they require to make, or take up a place on a programme.

2.2.1 The admission procedures must apply selection criteria, including evidence of a good command of written and spoken English.

2.2.2 The admission procedures must apply selection criteria, including criminal conviction checks.

2.2.3 The admission procedures must apply selection criteria, including compliance with any health requirements.

- 2.2.4 The admission procedures must apply selection criteria, including appropriate academic and /or professional entry standards.
- 2.2.5 The admission procedures must apply selection criteria, including accreditation of prior learning and other inclusion mechanisms.
- 2.3 The admission procedures must ensure that the education provider has an equal opportunities policy and anti-discriminatory policy in relation to candidates and students, together with an indication of how this must be implemented and monitored.
- 3.1 The programme must have a secure place in the education provider's business plan.
- 3.2 The programme must be managed effectively.
- 3.3 There must be a named programme leader who has overall responsibility for the programme and who should be either on the relevant part of the HPC register or otherwise appropriately qualified and experienced.
- 3.4 There must be an adequate number of appropriately qualified staff in place to deliver an effective programme.
- 3.5 Subject areas must be taught by staff with relevant expertise and knowledge.
- 3.6 A programme for staff development must be in place to ensure continuing professional and research development.
- 3.7 The resources to support student learning in all settings must be used effectively.
- 3.8 The facilities needed to ensure the welfare and well being of students must be both adequate and accessible.
- 3.9 Where students participate as patients or clients in practical and clinical teaching, appropriate protocols must be used to obtain their consent.
- 3.10 A system of academic and pastoral student support must be in place.
- 3.11 Throughout the course of the programme, the education provider must have identified where attendance is mandatory and must have associated monitoring mechanisms in place.
- 3.12 The resources provided, both on and off site, must adequately support the required learning and teaching activities of the programme.

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

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.

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

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

4.4 The curriculum must remain relevant to current practice.

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

4.6 The range of learning and teaching approaches used must be appropriate to the subjects in the curriculum.

4.7 Where there is inter-professional learning, the profession-specific skills and knowledge of each professional group must be adequately addressed.

5.1 Practice placements must be integral to the programme.

5.2 There must be an adequate number of appropriately qualified and experienced staff at the placement.

5.3.1 The practice placement settings must provide a safe environment.

5.3.2 The practice placement settings must provide safe and effective practice.

5.4 Learning, teaching and supervision must be designed to encourage safe and effective practice, independent learning and professional conduct.

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

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

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.
- 5.8.1 Unless other arrangements are agreed, practice placement educators must have relevant qualification and experience.
- 5.8.2 Unless other arrangements are agreed, practice placement educators must be appropriately registered.
- 5.8.3 Unless other arrangements are agreed, practice placement educators must undertake appropriate practice placement educator training.
- 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.
- 5.12 A range of learning and teaching methods that respect the rights and needs of patients or clients and colleagues must be in place throughout practice placements.
- 5.13 The placement providers must have an equal opportunities and anti-discriminatory policy in relation to candidates and students, together with an indication of how this will be implemented and monitored.
- 6.1 The assessment design and procedures must assure that the student can demonstrate fitness to practice.
- 6.2 Assessment methods must be employed that measure the learning outcomes and skills that are required to practice safely and effectively.
- 6.3 All assessments must provide a rigorous and effective process by which compliance with external reference frameworks can be measured.
- 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.
- 6.5 There must be effective mechanisms in place to assure appropriate standards in the assessment.
- 6.6 Professional aspects of practice must be integral to the assessment procedures in both the education setting and practice placement.
- 6.7.1 Assessment regulations must clearly specify requirements for student progression and achievement within the programme.

6.7.2 Assessment regulations must clearly specify requirements for awards which do not provide eligibility for inclusion onto the Register not to contain any reference to an HPC protected title in their title.

6.7.3 Assessment regulations must clearly specify requirements for an aegrotat award not to provide eligibility for admission to the Register.

6.7.4 Assessment regulations must clearly specify requirements for a procedure for the right of appeal for students.

6.7.5 Assessment regulations must clearly specify requirements the appointment of at least one external examiner from the relevant part of the HPC Register unless other arrangements are agreed.

Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

Name of visitor
Name of visitor

Guidelines for completing the major change visitors' reports.

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Date	Ver.	Dept/Cmte	Doc Type	Title	Status	Int. Aud.
2007-11-14	a	APV	AOD	Guidelines for completing the Major Change visitors' report	Draft DD: None	Internal RD: None

General

Reports will normally be written by the executive officer who attended the visit. All draft reports should be read by another executive officer in the team, before being sent to visitors. This second executive officer will provide feedback on how appropriate the wording is for a lay reader. They will also feedback on how the report adheres to this guidance and house style.

Reports should be written in past tense.

One programme per report. A report can cover more than one mode of study as long as all the information in the same (eg recommended outcome, reasons for recommended outcome) If there is a variance in the recommended outcomes for the modes of study or reasons for a recommended outcome, then there should be a separate report.

Where there are optional paragraphs or different words/parts of sentences, the author should chose the correct paragraph/wording/sentence and then check that the remaining text is complete and grammatically correct.

When large sections of text are deleted from the template, the author should make sure that the page breaks are not deleted. The following sections should always start on a new page - executive summary, introduction, sources of evidence and recommended outcomes. If there is limited content in the other sections of the report, then the author can decide to remove page breaks between sections.

There should always be one blank line space between all paragraphs. There should be two blank spaces between sections. (e.g Conditions and recommendations)

Please remember to delete all red type on the report before completing it. Please remember to delete all (delete as appropriate) prompts on the report. Please remember to delete all bullets (numbers and dots) and make sure that the remaining paragraphs left are left aligned and not indented.

The generic term education provider should be used throughout the report. The name of an education provider should only be included if there are two education providers involved in the delivery of the programme and a condition or recommendation is set upon only one of the providers. If this is the case, the condition or recommendation should read:

“The education provider (University of St Elsewhere) must”

The generic term programme should be used throughout the report, rather than the specific programme name.

Date	Ver.	Dept/Cmte	Doc Type	Title	Status	Int. Aud.
2007-11-14	a	APV	AOD	Guidelines for completing the Major Change visitors' report	Draft DD: None	Internal RD: None

If you use acronyms within the report, please refer to the HPC house style and ensure that where acronyms are used that they are cited as the example below:

Standards of education and training (SETs).

Cover page

The table is standard and should be included in all reports. The programme name should be in full with the correct qualification as stated in the documentation submitted by the education provider.

The row 'relevant modality' should only be included for AT, RAD, PO and CH professions. If it is not relevant, the row should be deleted.

The row 'relevant entitlement' should only be included for CH professions and LA/POM/SP programmes. If it is not relevant, the row should be deleted.

Date of submission to the HPC is the date that a complete major change submission was initially received at the HPC offices. This date is recorded in the Education database.

The table of contents will need to be updated after the report is completed. All you need to do is right click and select "Update Field" and then select "update entire table".

Executive summary

First paragraph is standard and should be included in all reports. The author needs to include the relevant protected titles.

The second paragraph is optional and should only be included for LA/POM and SP programmes.

The third paragraph should be selected after the visitors have made their recommendation.

- 1) programme continues to meet SETs
- 2) programme no longer meets SETs

The fourth paragraph is to be completed and added once the report has gone to the Education and Training Panel and the recommendation ratified. It can be filled in before the report goes to the Education and Training Panel and the font colour turned white for easy and quick updating once the Panel has ratified the recommendation.

Introduction

This section of the report does not require any changes.

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2007-11-14	a	APV	AOD	Guidelines for completing the Major Change visitors' report	Draft DD: None	Internal RD: None

Major change submission details

This table should be included in all reports.

The name of the visitor should include their title, first name and surname.
The profession of the visitor should be the relevant protected title or lay visitor.

Summary of change

A brief description of the change or changes should be given here. The change should relate to at least one the headings provided. If there are any headings not affected by the change, then these should be deleted.

The description of a change under each heading should not be more than three sentences long. The change should relate to one of the drop down sentences provided. For example:

A change has occurred to the specific admissions requirements for the programme.

The programme leader on the programme has changed.

The placement approval and monitoring mechanism has changed.

Assessment methods have changed across a number of modules in the programme.

Sources of evidence

A table is provided to select documentation that has been received. The standard documentation that we normally receive is provided. Space has been provided to give more document names. If any additional rows are not used they should be deleted.

Recommended outcome

The first paragraph is standard and should be included in all reports. For LA/POM and SP programmes, the end of this paragraph should be changed to read 'and that those who complete the programme meet the standard of proficiency (SOP) for this entitlement'.

A second paragraph details the overall recommendation. Select from the three options:

- 1) programme continues to meet the standards of education and training
- 2) programme no longer meets the standards of education and training.
This choice should be supported by the specific standards and the reason why it is felt they are not met.

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Signatures

The name of the visitors should include their title, first name and surname.

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2007-11-14	a	APV	AOD	Guidelines for completing the Major Change visitors' report	Draft DD: None	Internal RD: None