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[HCPC logo]

1 September 2011 to 31 August 2012 [strapline]

Education annual report 2012 [main title]

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Foreword

Welcome to the seventh Education annual report of the Health and Care Professions Council (HCPC). This report covers the period 1 September 2011 to 31 August 2012.

This report aims to give an insight into the HCPC's work in approving and monitoring programmes offered by UK education providers. These programmes provide students with eligibility to apply to register with us. The report gives information about the number and types of approval visits, the outcome of these visits, the number and types of monitoring submissions and the outcomes of this monitoring.

The 2011–12 academic year has seen the Education Department's workload increase once again. We carried out the third and final year of our activities with practitioner psychologist programmes following the opening of the Register to this group on 1 July 2009. The Department also completed the final year of our activities with hearing aid dispenser programmes following the opening of the Register to this profession on 1 April 2010. We also continued assessing programmes against the revised standards of education and training which became effective on 1 September 2009.

The annual report and the evidence-base have grown considerably each year. However, we will not report on all facets of the data. Instead, this report will provide:

- core information for each approval or monitoring process for the year;
- analysis of significant trends from previous years;
- analysis of variances from established trends; and
- themed reviews of particular features of the work conducted over the year.

On 1 August 2012, the Health and Social Care Act 2012 changed our name from the Health Professions Council (HPC) to the Health and Care Professions Council (HCPC). This report therefore covers a period when we were both the HPC and the HCPC. We refer to ourselves as the HCPC throughout this report for consistency.

We hope this report makes information more accessible and more relevant to interested parties wanting to know more about the HCPC, or how to go about meeting our standards and working with our processes.

Eileen Thornton
Chair of the Education and Training Committee

Introduction

About us

We are a regulator, and we were set up to protect the public. To do this, we keep a register of professionals who meet our standards for their professional skills, behaviour and health. At the time this report was prepared, we regulated members of the following 16 professions.

Arts therapists
Biomedical scientists
Chiropodists / podiatrists
Clinical scientists
Dietitians
Hearing aid dispensers
Occupational therapists
Operating department practitioners
Orthoptists
Paramedics
Physiotherapists
Practitioner psychologists
Prosthetists / orthotists
Radiographers
Social workers in England
Speech and language therapists

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

Each of these professions has one or more 'protected titles' (protected titles include titles like 'physiotherapist' and 'dietitian'). Anyone who uses one of these titles must be on our Register. Anyone who uses a protected title and is not registered with us is breaking the law, and could be prosecuted. For a full list of protected titles, please see www.hcpc-uk.org

Our main functions

To protect the public, we:

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

Our governing legislation says that we must set our standards to protect the public and that we must set standards which are necessary for safe and effective practice.

This is why our standards are set at a 'threshold' level (the minimum standard that must be met before we can allow entry onto the Register).

About our standards of proficiency

The standards of proficiency (SOPs) are our threshold standards for safe and effective practice that all registrants must meet. They include both generic elements, which all our registrants must meet, and profession specific elements. These standards play a central role in how to gain admission to and remain on the Register.

About our standards of education and training

The standards of education and training (SETs) are the standards that an education provider must meet in order for a programme to be approved by us. These generic standards ensure that anybody who completes an approved programme meets the standards of proficiency and is therefore eligible to apply for admission to the Register.

The standards cover:

the level of qualification for entry to the Register;
programme admissions;
programme management and resources;
curriculum;
practice placements; and
assessment.

What are the approval and monitoring processes?

Our approval and monitoring processes ensure that programmes and education providers meet the standards of education and training. The approval process involves an approval visit and an initial decision as to whether a programme meets the standards of education and training. **A programme is normally approved on an open-ended basis, subject to satisfactory monitoring.** There are two monitoring processes; annual monitoring and major change. Both of these processes are documentary and may trigger a new approval visit. Annual monitoring is a retrospective process by which we determine whether a programme continues to meet all the standards of education and training. The major change process considers significant changes to a programme and the impact of these changes in relation to our standards. We also listen to and where necessary investigate concerns raised about programmes we have approved. All of our processes ensure our regulation is robust, rigorous and effective, without being overly burdensome for education providers.

Who makes the decisions on programme approval?

The Education and Training Committee has statutory responsibility for approving and monitoring education programmes leading to eligibility to apply to register with the HCPC. 'Visitors' are appointed by the HCPC to visit education providers and assess monitoring submissions. Visitors come from a range of backgrounds including registered members of the professions we regulate and members of the public. Visitors work as agents of the HCPC (and not employees) and provide the expertise the Education and Training Committee need for their decision-making. Visitors normally operate in panels, rather than individually. Each panel includes at least one Visitor from the relevant part of the Register for the programme under consideration. All Visitors are selected with due regard to their education and training experience. Visitors represent the HCPC and no other body when they undertake an approval and monitoring exercise. This ensures an entirely independent outcome. All Visitors' reports from approval visits are published on our website.

What programmes can be approved?

Any education provider (eg a university, college, private training institution or professional body) can seek approval of their programmes. As well as approving and monitoring education and training for people who want to join our Register, we also approve a small number of qualifications for those already on the Register. The post-registration programmes we currently approve are supplementary prescribing programmes (for chiropodists / podiatrists, physiotherapists and radiographers) and programmes in local anaesthetics and prescription-only medicine for chiropodists / podiatrists. For people who successfully complete these programmes, we will make a note on the Register known as an 'annotation'. We publish a list of all approved programmes on our website at www.hcpc-uk.org/education

About this document

We have collected a large volume of data regarding our approval and monitoring processes over the last five years. Each year the annual reports have increased in length and depth of analysis. Much of the analysis has helped to establish clear trends in our patterns of working or the outcomes of our approval and monitoring processes. The format of this report establishes a core set of information to be reported each year to ensure the information contained in the annual report is useful to our stakeholders. The core information provides an overview of the work that has taken place across a particular year. Whilst the later sections of the annual report vary from year to year depending on the significant features of our work, the core information is the same to allow comparisons to be drawn from year to year.

Number of approved programmes

The Education Department's workload each year is made up of two types of work. The first type of work is the initial approval and monitoring of new programmes of study, or programmes that have been transferred to us following the opening of a new part of the Register. The second type of work is the approval and monitoring of currently approved programmes which may be undergoing change as a result of a variety of factors. These could include institutional change, changes to local service delivery, national changes in policy or the law, changes to our own standards requiring changes to a programme and, most commonly, changes due to the development of a profession's curriculum guidance.

The first type of work can rapidly increase the number of approved programmes and the associated work undertaken to approve and monitor programmes. For example, the opening of the Register to social workers in England led to 296 programmes being transferred to our list of approved programmes from the previous regulator, the General Social Care Council (GSCC). These programmes include 269 social work pre-registration programmes and 27 approved mental health professional (AMHP) programmes being added to our list of approved programmes and a three-year schedule of visits being produced.

The second type of work can lead to changes significant enough to create new versions of programmes that run simultaneously with previous versions, each requiring separate approval and monitoring activities. The likelihood of changes taking place increases as we approve more programmes, in more professions, in more places in the UK, as the factors affecting change increase accordingly.

For these reasons the number of approved programmes is a useful indicator of the current approval and monitoring activities that need to be undertaken, but can also be useful to predict where future work may be directed. At the start of the 2011–12 academic year there were 640 approved programmes with individuals enrolled and yet to complete their studies. Over the year, 49 programmes were approved or opened whilst 13 approved programmes were closed after all students completed their studies. At the end of 2011–12, 677 programmes were approved and began to take on students in addition to the 269 social work programmes and 27 AMHP programmes transferred from the GSCC.

These figures will not necessarily match the numbers of approval visits undertaken in the 2010–11 or 2011–12 academic years. This is because the lead-in time for approval is quite considerable and in some cases education providers may seek approval far in advance of the proposed start date for a programme.

It is also important to consider the slower pace of closure of programmes compared to the relatively rapid pace of new programmes becoming approved and taking on new students. In the 2010–11 academic year, we considered fewer new programmes than in previous years and more programmes closed than we would usually expect. The reasons for this were considered in the 2011 Education annual report. However, this year the trend returned to normal and more programmes became approved than closed. This suggests that the pace of new programmes being added to our list of approved programmes will continue to exceed the rate of

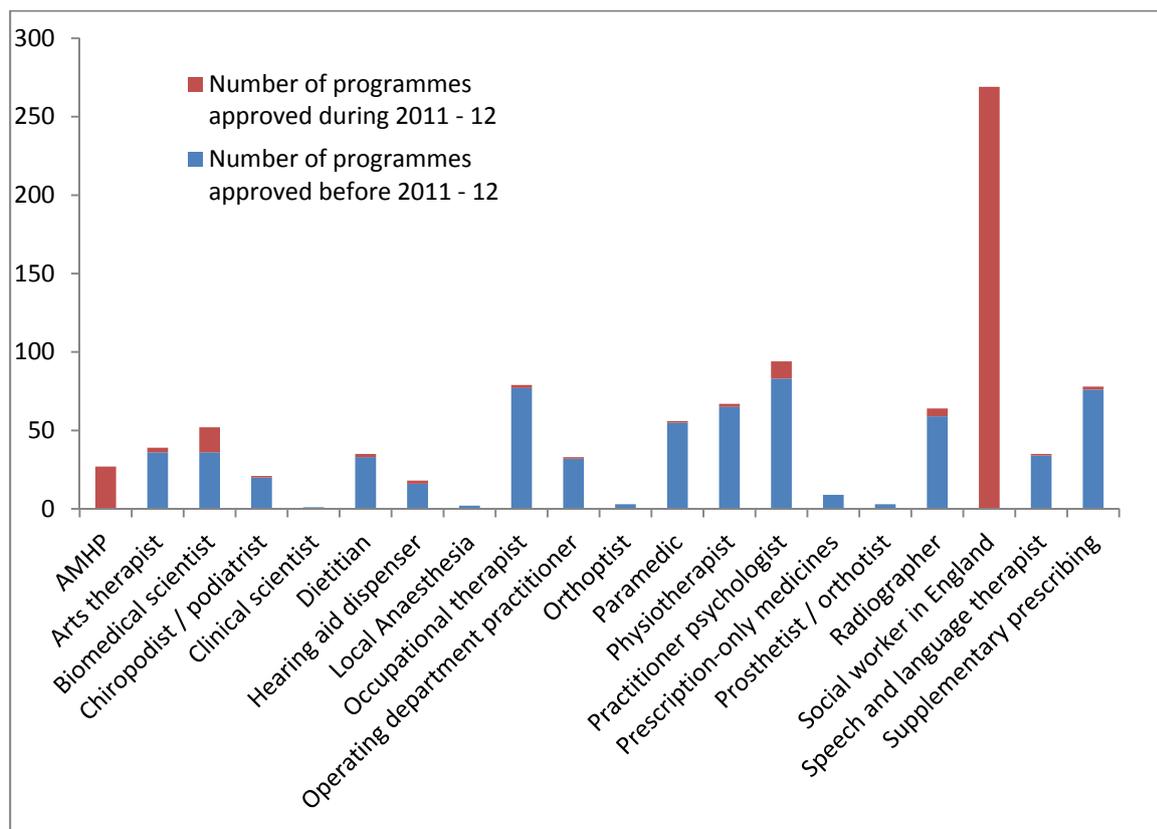
closure of programmes. This means that our workload is set to increase rather than decrease.

The reason for the slow pace of programme closure is associated with the duration of most of the programmes, which is three to four years. This means that as one programme is superseded by another, there are likely to be students still enrolled on the previous version of a programme. We will continue to undertake monitoring of programmes until all individuals have completed the programme, transferred to a new provision or withdrawn from the programme.

Table 1 Number of programmes approved and open before, during and at the end of 2011–12, by profession / entitlement

Profession / entitlement	Number of programmes approved before 2011–12	Number of programmes approved during 2011–12	Number of programmes approved at the end of 2011–12
Approved mental health professional (AMHP)	0	27	27
Arts therapist	36	3	36
Biomedical scientist	36	16	52
Chiropodist / podiatrist	20	1	21
Clinical scientist	1	0	1
Dietitian	33	2	35
Hearing aid dispenser	16	2	18
Local anaesthesia	2	0	2
Occupational therapist	77	2	76
Operating department practitioner	32	1	33
Orthoptist	3	0	3
Paramedic	55	1	54
Physiotherapist	65	2	67
Practitioner psychologist	83	11	92
Prescription-only medicine	9	0	9
Prosthetist / orthotist	3	0	3
Radiographer	59	5	62
Social worker in England	0	269	269
Speech and language therapist	34	1	35
Supplementary prescribing	76	2	78
Total	640	345	973

Graph 1 Number of programmes approved and open, before and during 2011–12, by profession / entitlement



The overall profile of programmes across professions has significantly altered this year. In 2010–11, practitioner psychologist programmes were the most numerous at 88, closely followed by occupational therapist programmes at 78 and supplementary prescribing programmes at 77. This year, social work programmes in England are the most numerous, with 269 programmes. To put this in context, 14 per cent of all programmes were practitioner psychologist programmes last year, but this year 28 per cent of all programmes are social work programmes.

There has been a continuing increase in practitioner psychologist programmes since our Register opened to practitioner psychologists 2009. In previous years, additional modes of study were identified in some approved programmes which completed the approval process. However, this year the increase was due to a number of new practitioner psychologist programmes completing the approval process.

There has also been an increase in the number of approved biomedical scientist programmes. This is partly due to changes to programmes as a result of the Modernising Scientific Careers (MSC) initiative. A number of education providers have opened new programmes offering several ‘pathways’ or ‘specialisms’ in accordance with the MSC curriculum, which we record individually on our register of approved programmes. We will also keep the replaced programme listed on our records if it is closing but there are still students to complete the programme. The education provider may also choose to keep running a traditional applied biomedical science programme alongside new healthcare science programme provision.

We approved 49 new programmes this year compared to 37 new programmes last year. Excluding the increases in social work, AMHP, biomedical scientist and practitioner psychologist programmes mentioned above, the rate of new programme generation across other professions is higher than last year, but slower in comparison to previous years.

New programme generation for the supplementary prescribing entitlement has slowed, in contrast to the consistent increase seen over the last eight years. Just two new programmes were approved last year, compared to nine in 2010–11. Previously, the rate of new programme generation was due to the increased opportunities for higher education providers to deliver education and training owing to the opening of supplementary prescribing entitlements to chiropodists / podiatrists, physiotherapists and radiographers. New programme generation will be influenced in future years by the proposed introduction of independent prescribing entitlements for chiropodist / podiatrists and physiotherapists. The planned changes to introduce independent prescribing may have discouraged education providers from setting up new supplementary prescribing programmes at this time. We expect to see the impact of independent prescribing in next year's report.

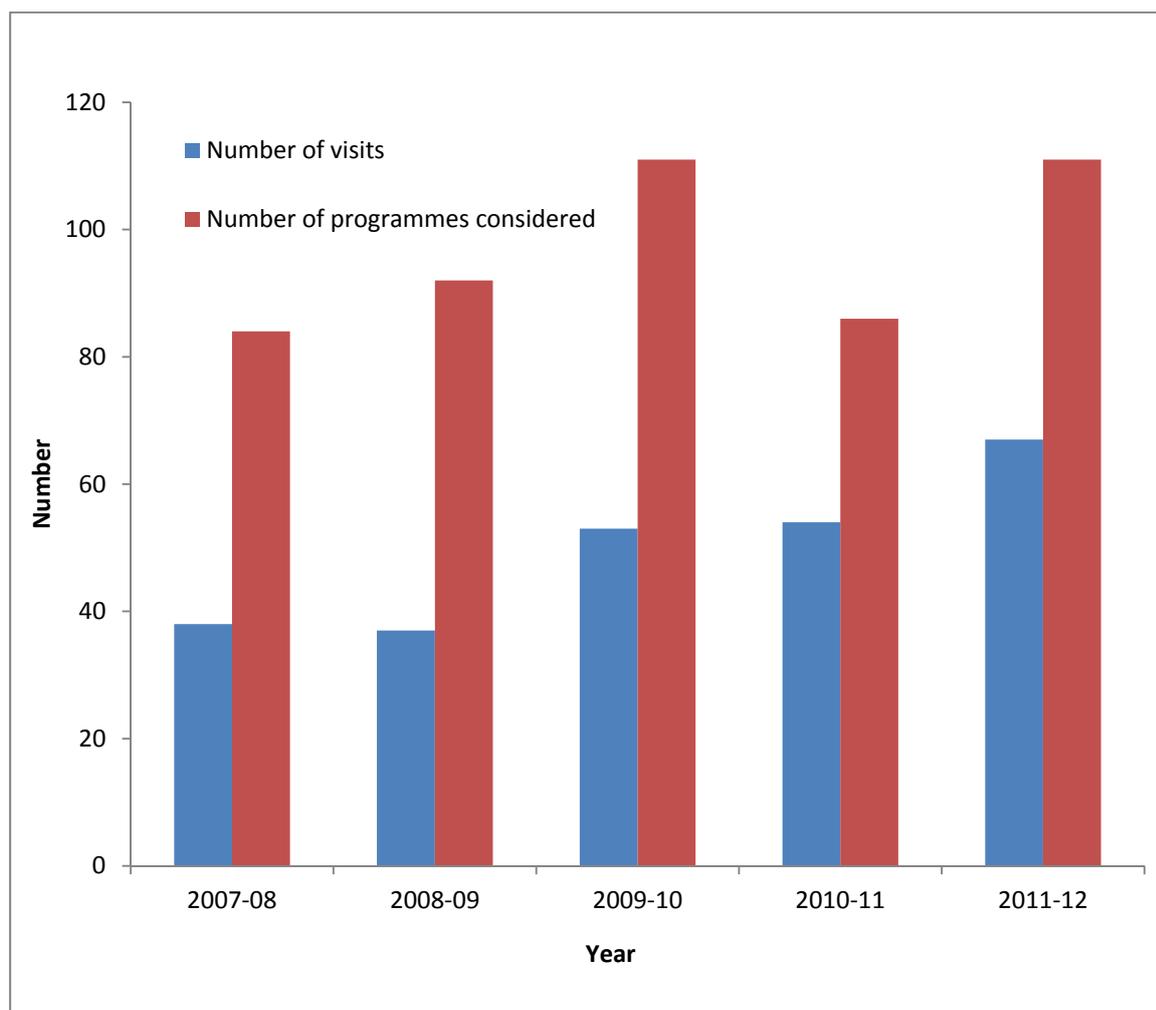
Despite our expectation to see the number of paramedic programmes delivered in or in conjunction with higher education providers increase, this year actually saw a decrease in new paramedic programme approvals. Just one new programme was approved this year in comparison to three last year. This programme was modelled on the Institute of Health Care Development (IHCD) award and delivered by an NHS Foundation Trust.

Approval

Number of approval visits

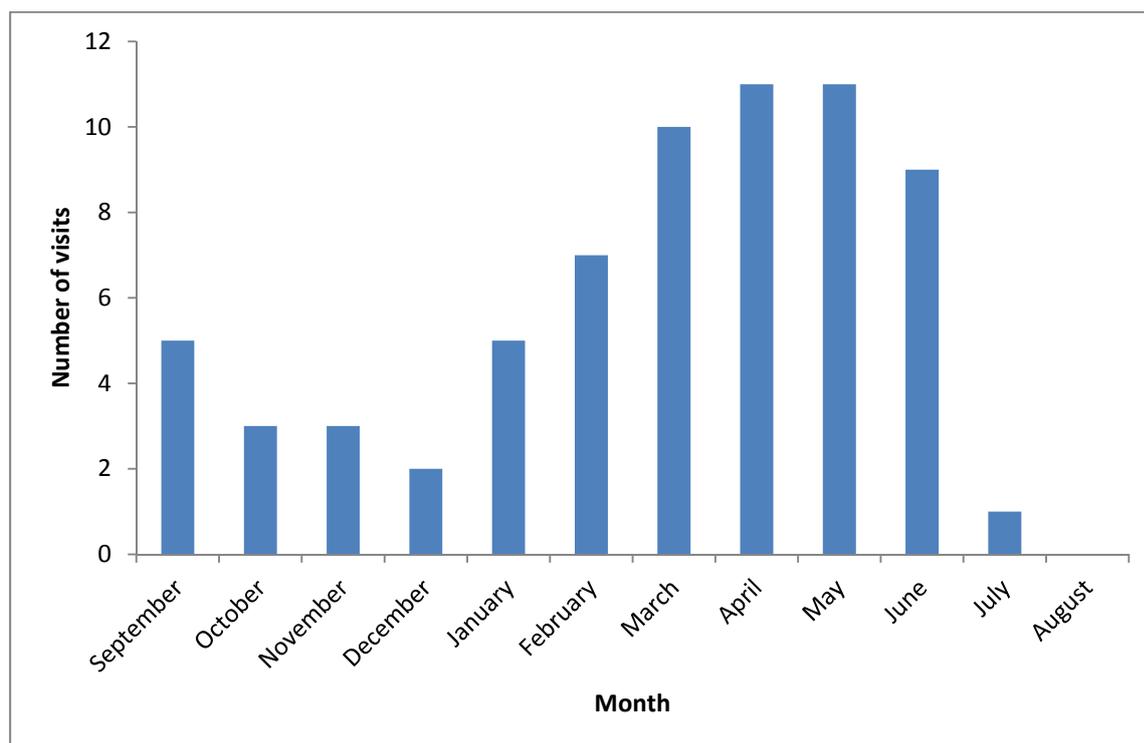
This year we conducted 67 visits which covered 110 programmes. We received formal requests to undertake 78 approval visits this year. However 11 were cancelled before the visit took place.

Graph 2 Number of programmes considered, compared over the last five years



Graph 2 illustrates how the number of visits and number of programmes visited has changed over the last five years. As highlighted in previous annual reports, visits and programme numbers are often linked to professions joining the Register. When a profession joins the Register, we undertake a series of visits to all of the programmes that transferred. In 2007–08 and 2008–09 we did not visit any programmes from new professions. The increase in visit numbers in 2009–10, 2010–11 and 2011–12 is linked to the schedule of visits we undertook to practitioner psychologist and hearing aid dispenser programmes, which were new profession visits. We expect the number of visits to increase again over the next three academic years as we begin assessing social work and AMHP programmes.

Graph 3 Number of visits – per month



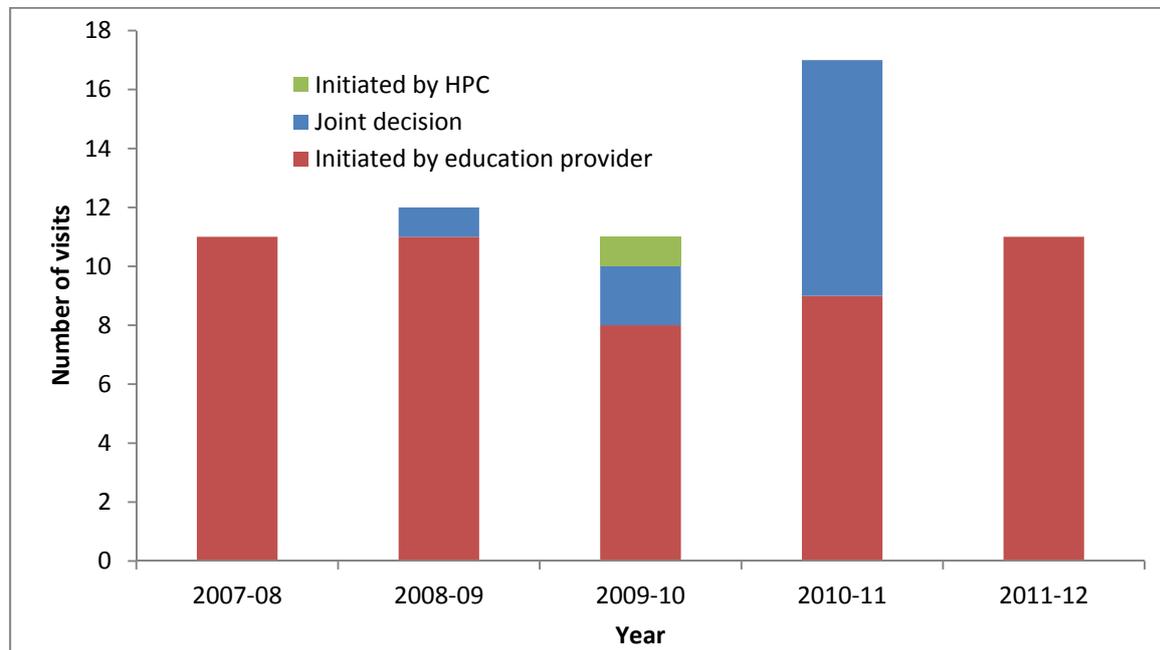
Graph 3 shows how visits were distributed across the 2011–12 academic year. As in previous years, there is a peak of activity around March to June. The peak and trough pattern seen here is less marked than in 2010–11. However, visits clearly decline from September until December then increase again from January until May, before declining slightly in June and then rapidly in July. Only one visit was undertaken in July and none were undertaken in August. This is expected, given that most programmes seek to complete the approval process in time for September intakes.

We still attempt to discourage education providers from selecting months late in the summer for visits due to the availability of staff and students, and to ensure that there is sufficient time for any conditions on approval to be met before a September start date. However, in some instances education providers are working towards January start dates for programmes or deliver full calendar year programmes and so are able to work around these usual restrictions.

As identified in last year's report, the trend of earlier visits and longer periods of peak activity have continued this year. Most of these visits were to new profession programmes and visits resulting from monitoring outcomes. As the number of visits increases, the choice education providers have over which dates to select will reduce as the competition for slots in the visit calendar increases. We will continue to regularly communicate the deadlines for education providers to submit visit request forms to us.

Cancelled and postponed visits

Graph 4 Who cancelled visits, compared over the last five years



Graph 4 shows how many visits were cancelled, and which party cancelled the visit, over the last five years. In previous years, the majority of cancellations were initiated by education providers. This is usually linked to a decision by an education provider not to pursue approval owing to changes in funding or lack of preparedness as the visit draws close.

The number of jointly made decisions to cancel a visit has increased year on year over the previous three years, because of education providers wishing to postpone or cancel a visit taking place as a result of major change or when a new profession joins our Register. When a visit taking place as result of major change is cancelled, we seek confirmation from the education provider that the planned changes are no longer taking place, or ensure that a visit is rescheduled as soon as possible to review the changes in detail.

This year, all cancelled visits were initiated by education providers. Ten of the eleven visits cancelled were to assess new profession programmes. The remaining cancelled visit was to a new programme which was seeking approval for the first time. No visits were cancelled as a result of major changes being withdrawn.

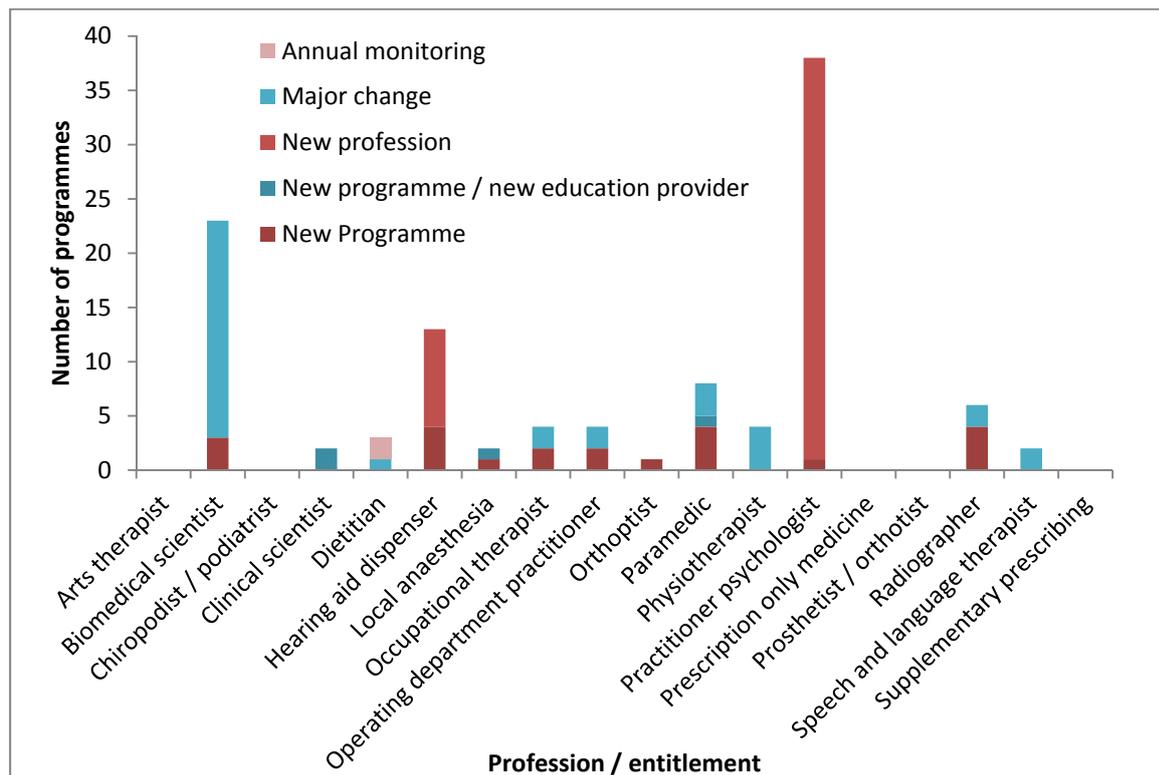
Cancellations of visits to new profession programmes are always rescheduled. Usually, education providers request to reschedule the visit to coincide with upcoming validation events where they are intending to introduce programme changes. Education providers delivering practitioner psychologist programmes or hearing aid dispenser programmes were unable to cancel or reschedule visits this year, as it was the last year of the visit schedule for these new professions.

In the case of social work programmes in England and AMHP programmes, higher programme numbers and proposed implementation of significant changes to a

number of programmes (in line with the Social Work Reform Board recommendations) means that rescheduling approval visits to align with revalidation events may not always be possible. Visits to these education providers will be prioritised across the next three academic years and all approval visits to all social work and AMHP programmes have now been scheduled.

What types of programmes were visited?

Graph 5 Number of programmes visited, by profession and reason for visit



The number of visits this year was significantly impacted by our work with practitioner psychologist and hearing aid dispenser programmes, as graph five shows. As last year, the majority of visits were to programmes which had transferred to us, rather than new programmes. The number of practitioner psychologist programmes visited is higher this year than either of the two previous years, as the three-year visit schedule was determined based on the British Psychological Society’s accreditation cycle. This resulted in a three-year visit schedule with the majority of visits scheduled to take place in the second and third years. The number of visits to programmes from both professions will drop significantly next year.

There were a high number of biomedical scientist programmes visited. This is partly due to changes to programmes as a result of the Modernising Scientific Careers initiative. A number of education providers have opened a new programme with several ‘pathways’ or ‘specialisms’ which we record individually on our approved programme list. As these programmes were developed from existing biomedical science programmes, they were considered via the approvals process following a major change submission from education providers.

After new profession visits, major change continues to be the most common reason to prompt a visit. This has been the trend over the last four years since the majority of programmes are now in the open-ended approval stage, and will only require visits when significant change occurs. The number of new profession visits and visits as a result of major change has increased significantly this year, with 13 and 9 more programmes visited respectively. The number of visits to new programmes has also increased slightly, rising from 21 to 26 visits. In contrast, there was a slight reduction in visits following an annual monitoring submission, decreasing from three to two visits. Annual monitoring is still very infrequently the reason for a visit taking place. This is linked to the relatively small number of programmes which do not have approval reconfirmed in the annual monitoring process.

Outcome of visits

After an approval visit, Visitors can make one of four recommendations to the Education and Training Committee.

- Approval of a programme without any conditions.
- Approval of a programme subject to all conditions being met.
- Non-approval of a new programme.
- Withdrawal of approval from a currently approved programme.

This year, all programmes visited were recommended for approval, and there were no programmes which withdrew their requests for approval on the day of the visit or following the visit. Six per cent of programmes visited were recommended for approval without any conditions.

Table 2 Summary of outcomes

Decision	Number of outcomes	Percentage
Approval of a programme without any conditions	7	6
Approval of a programme subject to all conditions being met	75	68
Non-approval of a new programme	0	0
Withdrawal of approval from a currently approved programme	0	0
Pending	28	25

Table 2 summarises all the outcomes from the visits which took place this year. Of the pending decisions, 27 received a final decision for approval in September, October or December 2012, leaving one programme awaiting a decision for approval. There were no delays to the start date of a programme where the decision was pending at the end of the academic year. This is because programmes were visited out of the major change process or were new profession visits, and were therefore already approved, or the programme had a proposed start date in the

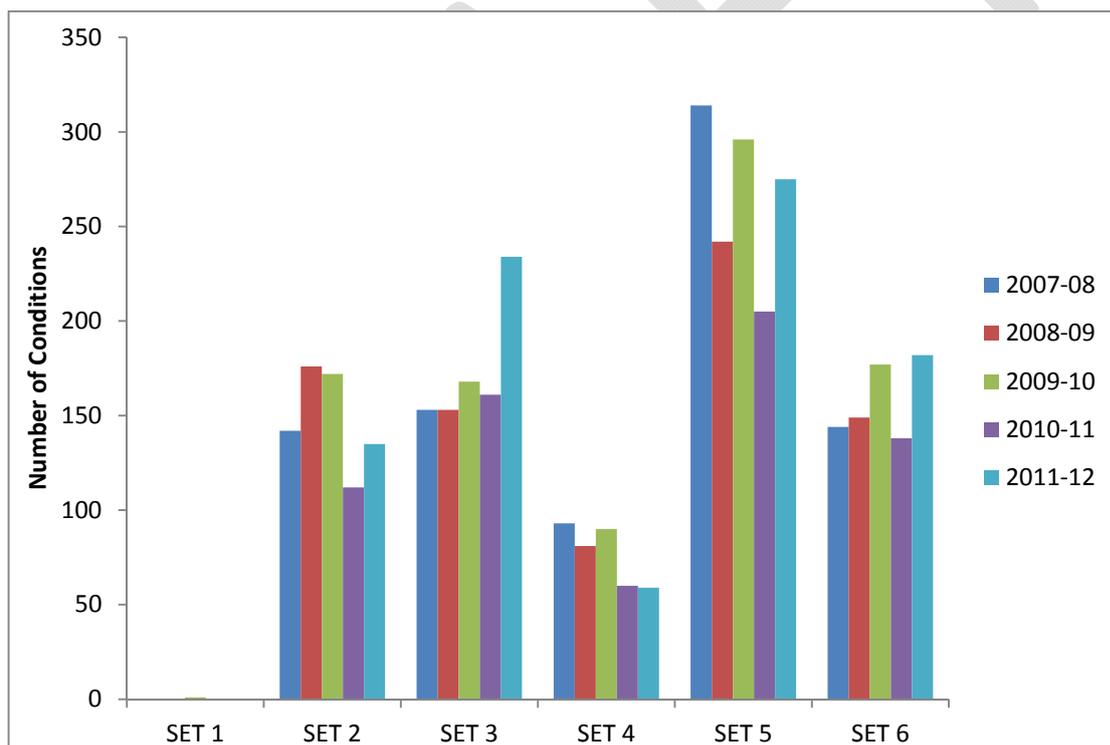
2013–14 academic year. The programme which is still awaiting a decision has a proposed first intake of September 2013, and we expect that it will be submitted to the Education and Training Committee for approval in March early 2013.

Conditions

‘Conditions’ are requirements made of an education provider, by our Education and Training Committee, which must be met before a programme can be recommended for approval. Conditions are linked to the standards of education and training and require changes to the programme to ensure the threshold standards are met. There are 57 specific standards which can have conditions mapped against them. It is possible to set more than one condition against each standard.

This year, there were 885 conditions set across the 110 programmes visited. This gives an average of eight conditions per programme, which is the same as last year’s average. Although fewer conditions were set last year (676), they applied to fewer programmes (86) programmes; this equates to an average of eight conditions per programme.

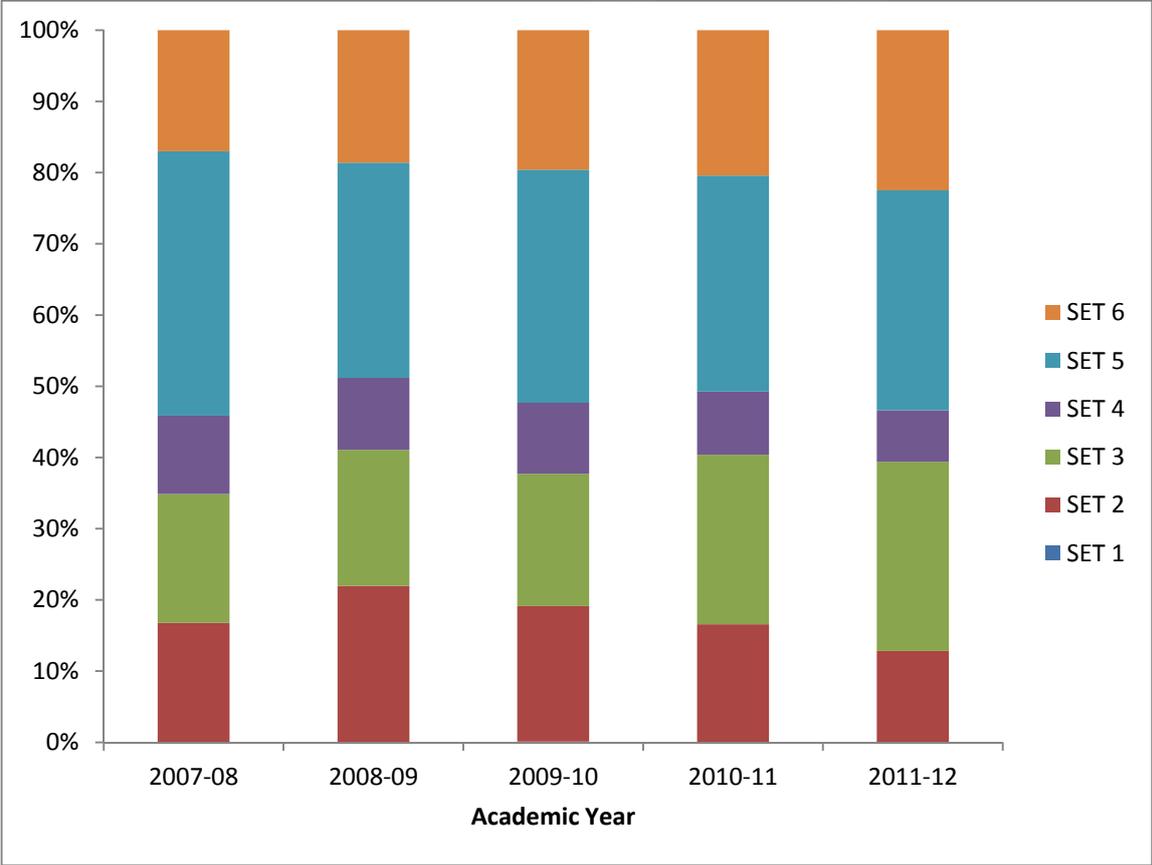
Graph 6 Number of conditions, compared over the last five years



Graph 6 illustrates the distribution of conditions across the standards of education and training over the last five years. Conditions set around SET 2 and 4 remain particularly consistent with the previous year. However, overall the number of conditions applied across all SETs has increased. This is directly linked to the increase in the total number of programmes visited this year, of which a high proportion were from new professions who are inherently less familiar with our standards.

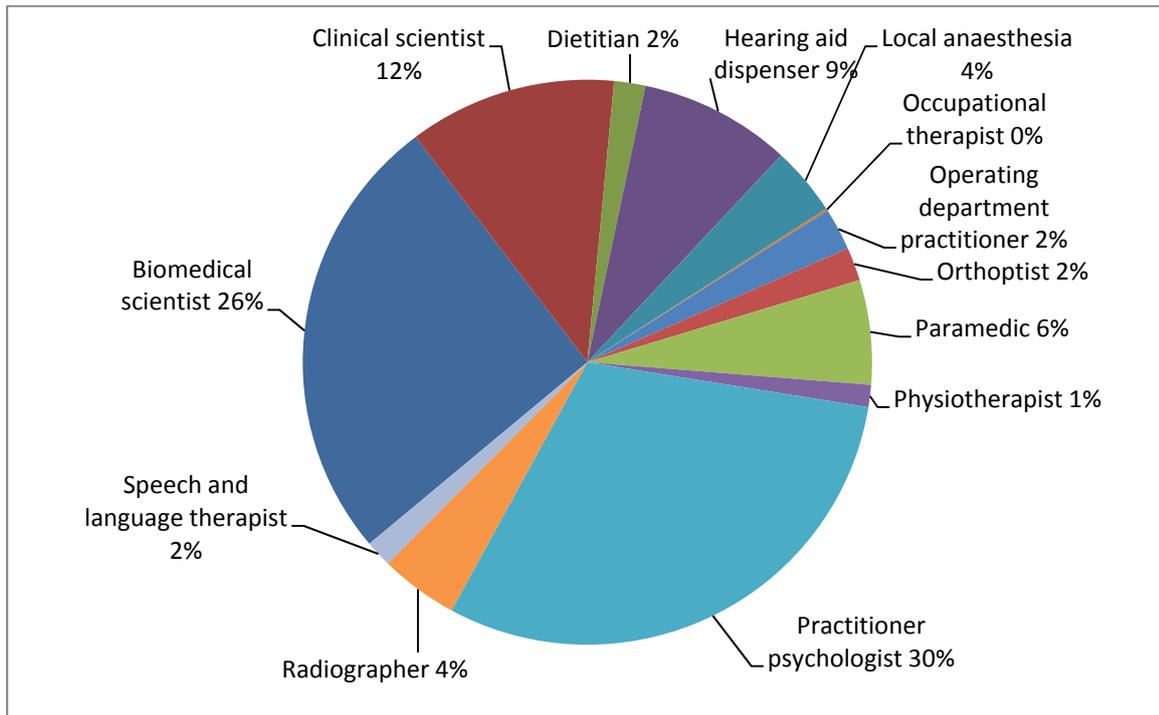
SET 5 continues to be the area in which the most conditions are applied. Practice placements are the area of approved programmes where education providers must work with the most stakeholders and invest the most resources. Given that the majority of visits conducted were to new professions and new programmes, a higher proportion of conditions applied in this area is an expected result. As in previous years, we held a series of seminars in Autumn and Winter 2012 focussing on the issues education providers face in meeting our standards – particularly around practice placements. The intent is to assist education providers in developing a stronger understanding of our requirements for practice placements. With visits to social work programmes commencing in the 2012–13 academic year and the historical trend of high numbers of conditions set for new professions, we plan to deliver social work and AMHP specific seminars in future years focusing on our standards and the approval process.

Graph 7 Percentage split of conditions applied to each SET, compared over the last five years



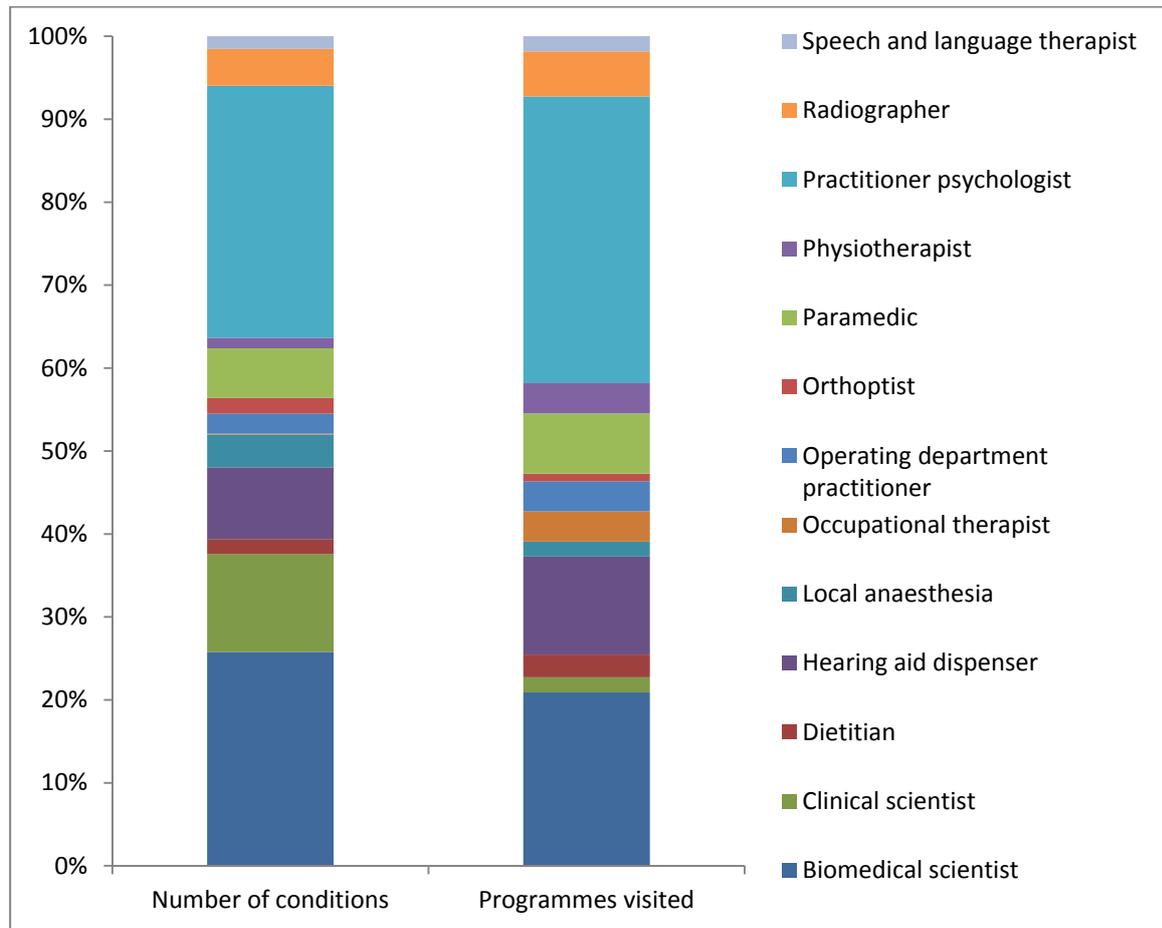
Graph 7 highlights the percentage split of the conditions for each SET over the last five years. The distribution of conditions applied to each SET has stayed relatively consistent. This further demonstrates that the increase of conditions explored above is linked to an increase in programmes considered rather than a spike in a particular SET not being met by several education providers.

Graph 8 Breakdown of conditions – by profession



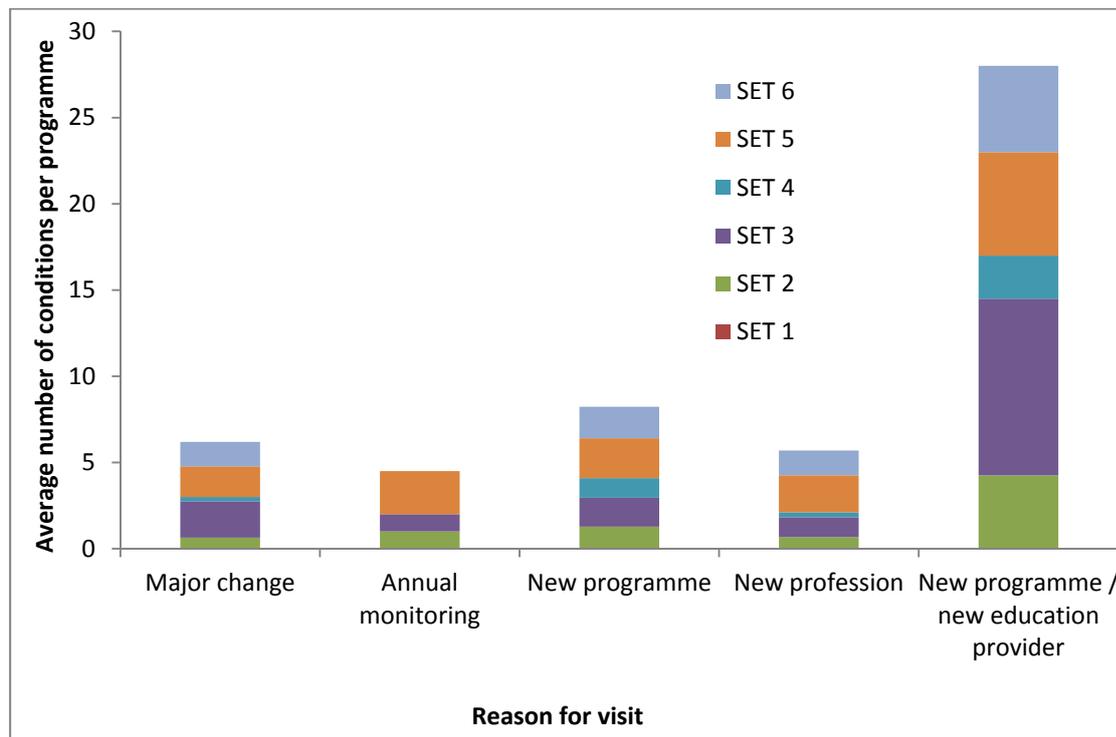
Generally, the number of conditions applied to a particular profession is linked closely to the number of visits that we perform for a profession, rather than profession-specific reasons for difficulties in meeting our standards. Graph eight shows that practitioner psychologist and biomedical scientist programmes attracted the highest percentage of conditions. This information needs to be considered in light of the information from graph five where it is evident that the number of visits to these types of programme is much higher than many of the other professions. Therefore there would be a natural tendency towards a higher number of conditions as a result.

Graph 9 Comparison of the number of visits to the number of conditions – by profession / entitlement



When the percentage of visits conducted to each profession or entitlement is compared to the percentage of conditions, as in Graph 9, it becomes clear that there is almost a direct correlation between the number of visits and the number of conditions. This is true of every profession / entitlement with the exception of clinical scientists. We visited two new clinical scientist programmes at a new education provider this year and set a total of 103 conditions for these programmes. The education provider was able to meet all of these conditions in the time agreed and the programmes are now approved.

Graph 10 Breakdown of average number of conditions against standards – by reason for visit



Graph 10 shows how the reason for a visit can have an impact on the number of conditions on approval. Last year, new profession programmes were, on average, more likely to have a higher number of conditions set due to a higher proportion of new profession visits compared to new programme visits. This year, new programme / new education provider visits attracted the highest number of conditions set on average per programme. This is specifically due to the number of conditions set for the two clinical scientist programmes. Prior to these two new programmes, only one education provider was approved to deliver clinical science programmes. Changes to healthcare science as a result of the Modernising Scientific Careers initiative have meant that a new route to registration has been set up for clinical scientists. There have been significant changes in the profession and the curriculum underpinning the training models which resulted in more conditions being set on approval. Additionally, these new programmes were not delivered in a traditional higher education environment. There is always a higher chance that programmes delivered outside of the traditional higher education setting may not have existing policies and procedures in place to show how our standards are met which often results in more conditions being set.

Programmes which had already been approved received fewer conditions on average when compared to new programmes. Approved programmes are more familiar with our standards and it therefore follows that they would be less likely to receive conditions. New programmes delivered by new and existing education providers are still more likely to have more conditions set, because they will not be familiar with meeting our standards and are yet to deliver the programme. An education provider may also be caught in the dilemma of committing resources for the sake of approval from us and potentially being unwilling to commit resources until

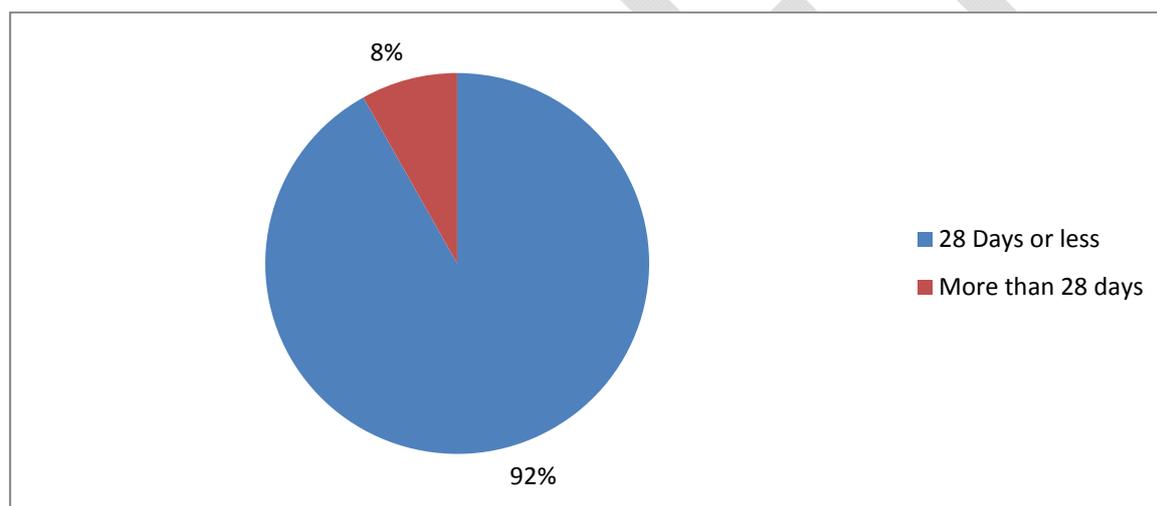
such time as approval is in place. We will continue to ensure resources are committed to programmes before approval is granted.

For new profession programmes, there were slightly fewer conditions set on average per programme than for other professions this year. An average of seven conditions per programme were set for transferred practitioner psychologist and hearing aid dispenser programmes, compared to an average of eight overall. This can be attributed to these new profession programmes being scheduled in the final year of the visit schedule and therefore having more time to prepare for their approval visit.

Visitors' reports

Following a visit, our Visitors produce a report which is sent to the education provider. Our process gives us up to 28 days to produce this report. After a report is sent to the education provider, they have 28 days to make observations on it. After these 28 days, the Visitors' report is considered by the Education and Training Committee and the final outcome and conditions agreed.

Graph 11 Breakdown of days taken to produce Visitors' reports



Notably, there has been a six per cent reduction from last year in the number of reports taking more than twenty-eight days to submit to an education provider. This is a positive result and we will continue to work to reduce the number of reports which take longer than the operational timescale. Of the seven programmes for which reports took longer than twenty-eight days to issue, all of the reports were completed within thirty days of the visit.

Who makes observations on Visitors' reports?

Observations are an opportunity for the education provider to make comments on the report if they feel there is a factual inaccuracy, or if they wish to comment on particular conditions set by Visitors. We provide guidance to education providers about the purpose of providing observations, when there should be submitted and how observations can influence the content of a Visitor report. This year, we published Visitors' reports for 111 programmes. We received observations from education providers on 17 of these reports, which covers 15 per cent of all

programmes visited. This is a marked reduction on last year's figure, where almost a quarter of reports had observations made against them.

The Education and Training Committee considered the Visitors' reports for all 111 programmes and made variations for eight reports. This represents seven per cent of all programmes. The variations ranged from areas of technical inaccuracy to amending the language of conditions to make them more appropriate to the work required.

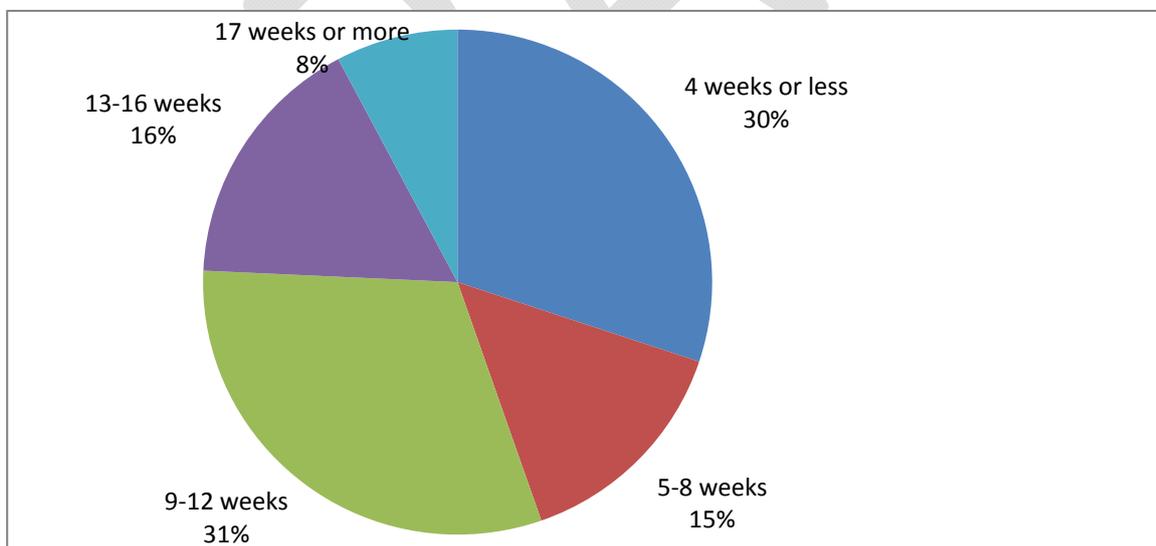
How long does it take to meet conditions?

If we have placed conditions on a programme, we will negotiate a due date by which the education provider should meet the conditions. When deciding on a due date, we will consider factors such as:

- how long education providers need to address conditions;
- the start date of the programme; and
- the schedule of Committee meetings.

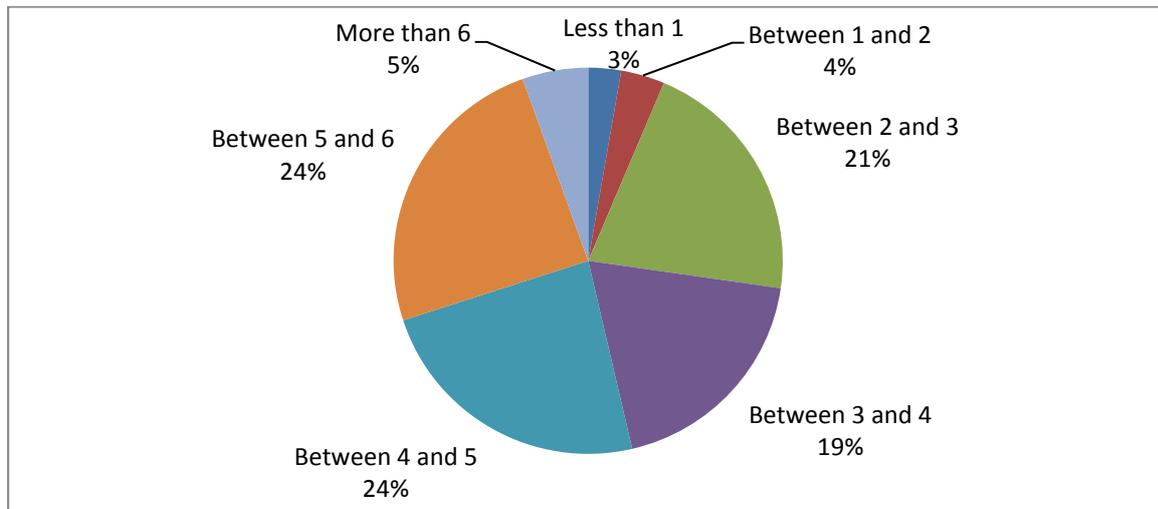
Once a response from an education provider is received, our Visitors assess the documentation and make a final recommendation to Committee about whether the conditions have been met, or not.

Graph 12 Breakdown of weeks between Visitors' report sent to education provider and initial response to meet conditions received



Graph 12 shows how long it took education providers to respond to conditions placed on approval of programmes following receipt of the Visitors' report. This year, seventy-six per cent of programmes responded to conditions within twelve weeks, which is within our normal expectation of the time required to produce reports and for education providers to take action to address conditions. In some cases, education providers planning further ahead into the following academic year can be allowed longer to meet conditions if the programme is not due to commence until all conditions are met.

Graph 13 Number of months between visit and final decision on programme approval



Graph 13 sets out the time taken from the date of the visit to reach a final decision on approval. This year twenty eight per cent of programmes were approved within three months of the visit date. This normally only occurs when no conditions have been applied. However, 20 programmes with conditions set were approved within this timeframe.

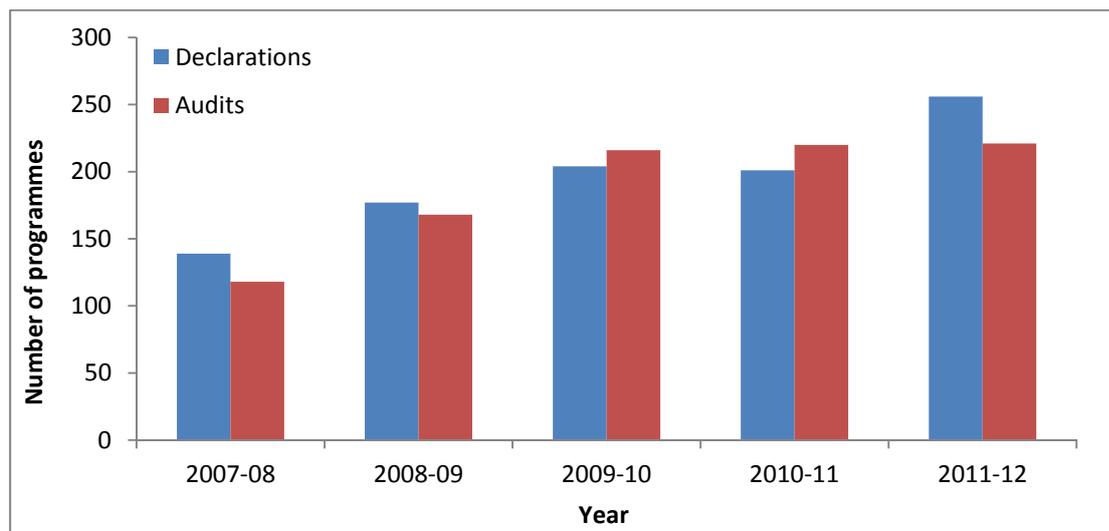
Forty three per cent of programmes received a final decision within three to five months after the visit this year, which is similar to last year. This duration links to the average time education providers take to initially respond to conditions and also the additional time needed if a second response is required. On top of this, our Education and Training Committee are required to meet and formally approve programmes. The Education and Training Committee meet ten times each calendar year so education providers are often able to have approval granted shortly after a recommendation is made by the Visitors. However, education providers meeting conditions in December can sometimes see a delay in receiving a final decision owing to the gap between meetings. Twenty nine per cent of programmes received a final decision after more than five months this year. These were programmes where the education provider took more than the allotted time to meet conditions, and were often new profession programmes.

Annual monitoring

Number of annual monitoring submissions

This year we processed 477 annual monitoring submissions. This included 256 declarations and 221 audits.

Graph 14 Number of programmes monitored by submission type, compared over the last five years



When compared over the last five years as in Graph 14, it is clear that the number of annual monitoring submissions is growing each year as predicted. We received 257 submissions in 2007–08 compared to the 477 received this year. This is an increase of 220 (85%) in the last five years. This steady increase has been mentioned in previous reports and is expected each year, because as we approve more programmes more programmes move into the monitoring cycle.

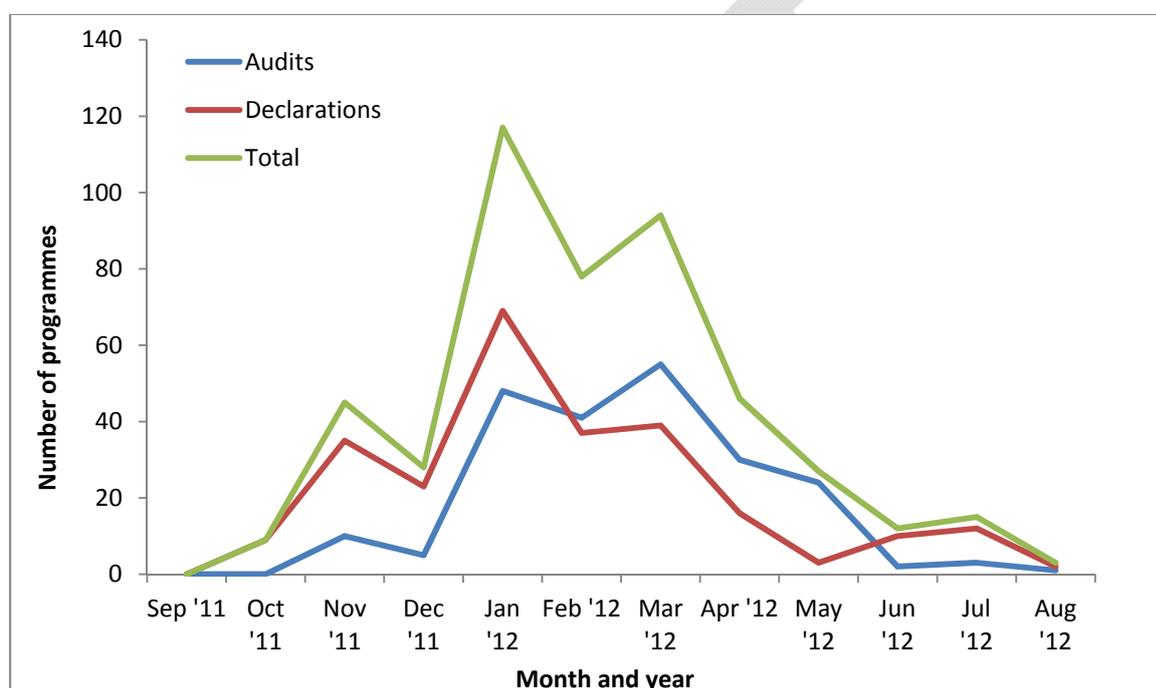
This year has seen a 13 per cent increase in comparison to last year. This increase was predicted and is due to the number of practitioner psychologist programmes that were involved in annual monitoring. Practitioner psychologist programmes accounted for just under 50 per cent of the increase, as this was the first year in which they had to engage with the annual monitoring process. There were also thirty four new programmes involved in annual monitoring, including eleven new art therapist programmes and nine additional occupational therapy programmes.

It is anticipated that there will be significant growth next year, as there was this year. This is due to in part to practitioner psychologist and hearing aid dispenser programmes moving into the monitoring cycle, as mentioned above. It is also anticipated that the number of audits will increase significantly next year as the increase in declarations this year will be mirrored as the same programmes submit audits in 2012–13.

When did the monitoring take place?

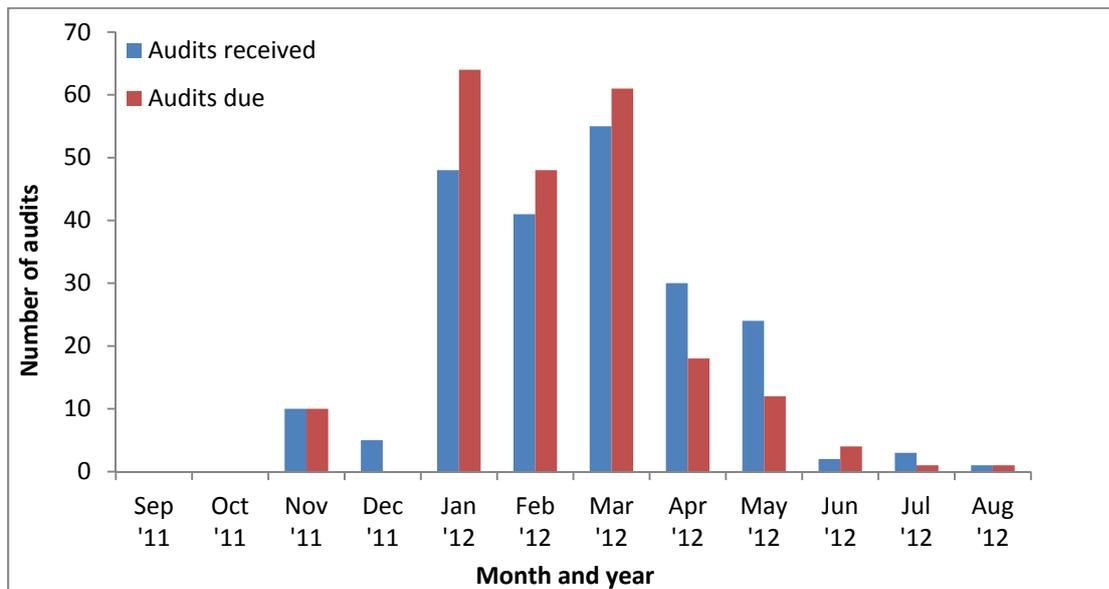
As last year, various submission dates were planned across the 2011–12 academic year which required education providers to submit audits or declarations one month after their own internal quality audit (IQA) date. For example, if they were due to submit an internal quality audit report to their relevant internal body in February they would need to provide us with the relevant annual monitoring submission by the end of March. This system was also used in 2010–11, following the change from a system which required education providers to submit documentation by a fixed date.

Graph 15 Number of audits and declarations received in 2011–12

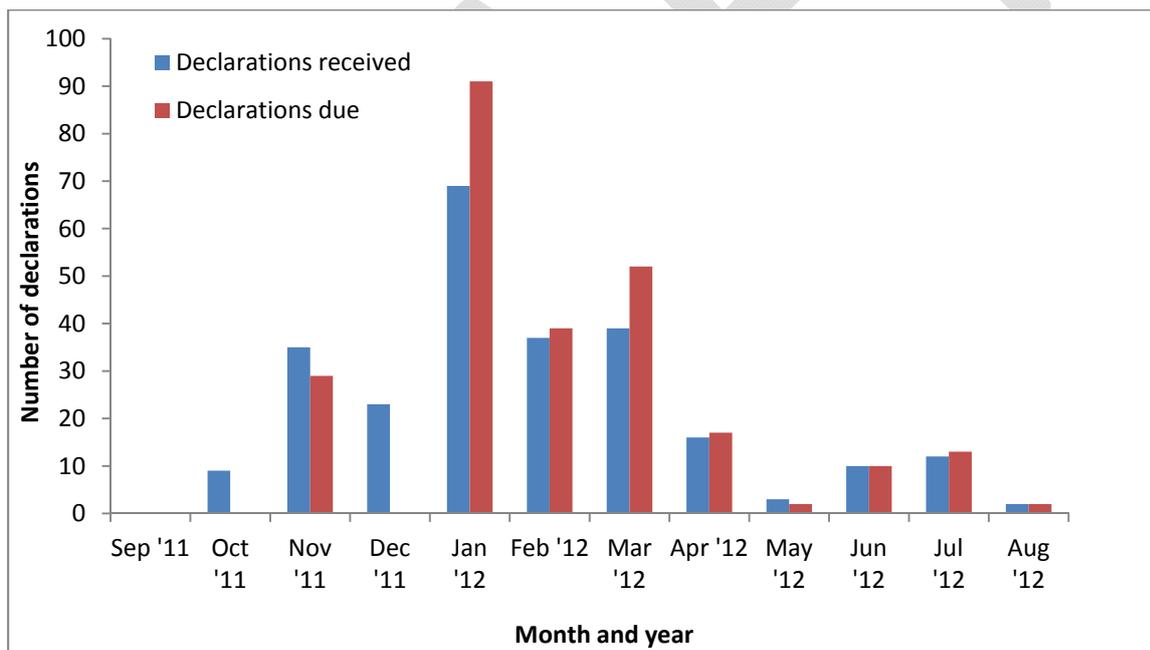


Whilst there are peaks and troughs of activity, the areas of peak activity remain fairly consistent and predictable. In comparison to last year, the main difference between the two academic years appears to be the significant increase in the number of submissions in January. Graph 15 shows that the majority (61%) of submissions were received in the three months between January and March 2012. This is consistent with the peak seen in the previous year when 63 per cent of the total submissions were received over the same period. It is also consistent with previous years when the same system of managing annual monitoring deadlines was used. For instance, during the same period in 2008 and 2009 66 per cent and 65 per cent of total submissions were received respectively. This demonstrates a consistent peak of activity for the Department through each cycle of the annual monitoring process.

Graph 16 Number of audits due and received – by month



Graph 17 Number of declarations due and received – by month



Graph 16 shows the due dates for audit submissions alongside the dates when they were actually received by the Department. In most cases education providers submitted documentation by their particular deadline, although a small number submitted documentation either earlier or later than planned.

Graph 17 illustrates the planned and actual submission dates for annual monitoring declarations. Most noticeable is the high number of submissions received in October and December, when there were no submissions due. This may have occurred because education providers completed annual monitoring declaration forms as soon as they received the initial communication rather than waiting for the completion of their respective internal quality audits. The result of this peak is a

reduced number of submissions in the following months, most notably in January and March, in comparison to the number expected.

Method of assessment

Annual monitoring audit submissions are normally considered by at least two Visitors at assessment days or by postal correspondence.

Table 3 Method of assessment, compared over the last five years

Year	Method of assessment	
	Assessment day	Postal
2007–08	103 (87%)	15 (13%)
2008–09	150 (89%)	18 (11%)
2009–10	193 (89%)	23 (11%)
2010–11	192 (87%)	28 (13%)
2011–12	191 (86%)	30 (14%)

Table 3 shows we continued to assess the majority of audits at annual monitoring assessment days. However, we continue to rely on postal assessment for a number of audits each year which either fall outside of the peak of activity or arise if the audit cannot be reviewed at the planned assessment day. This normally occurs when a new conflict of interest arises between the Visitor and the education provider, or where a Visitor is unable to attend an assessment day at short notice. Whilst the number of postal assessments has grown over the past five years this reflects the overall growth in the number of programmes subject to annual monitoring with the percentage remaining fairly consistent across the five years.

Requests for further information

Table 4 shows whether or not Visitors needed to request further information from an education provider before a decision on continued approval could be made. This year 41 per cent of the audits submitted required further information to be submitted before a recommendation could be made by the Visitors in comparison to 45 per cent last year. As mentioned in last year's report, this high number of requests is mainly due to the unique requirement for all approved programmes to demonstrate how they meet the revised standards of education and training. This influencing factor will not appear next year as all programmes in the annual monitoring cycle have now evidenced how they meet our revised standards of education and training. Any further assessment against these standards would be made as a result of education providers making changes to programmes which affect the way the revised standards continue to be met.

Table 4 Requests for further information, by method of assessment

Method of assessment	Further information was requested	
	Yes	No
Assessment day	81	110
Postal	9	21

Summary of outcomes

A declaration form asks education providers to confirm that a programme continues to meet our standards of education and training and that upon completion students will meet the standards of proficiency. Our Visitors do not assess declaration forms. They are forwarded to the Education and Training Committee for consideration.

Each audit submission is looked at by at least one Visitor and a recommendation is made to the Education and Training Committee. Visitors can make one of two recommendations to the Education and Training Committee. These are as follows:

There is sufficient evidence that the programme continues to meet the standards of education and training and that those who complete the programme will continue to meet the standards of proficiency for the profession.

There is insufficient evidence that the programme continues to meet the standards of education and training and that those who complete the programme will continue to meet the standards of proficiency for the profession. An approval visit is required to gather information and if necessary place conditions on continued approval of the programme.

Table 5 Summary of outcomes

Outcome	2007–08	2008–09	2009–10	2010–11	2011–12
Sufficient evidence of standards continuing to be met	114 (97%)	153 (91%)	191 (89%)	208 (95%)	215 (97%)
Insufficient evidence of standards continuing to be met	3 (2%)	2 (1%)	5 (2%)	2 (1%)	0 (0%)
Pending	1 (1%)	13 (8%)	20 (9%)	10 (4%)	6 (3%)

Note: Of the pending submissions for 2011–12, it was agreed that three programmes continued to meet the standards of education and training on 11 October 2012. The remaining three programmes were agreed to meet the standards of education and training on 4 December 2012

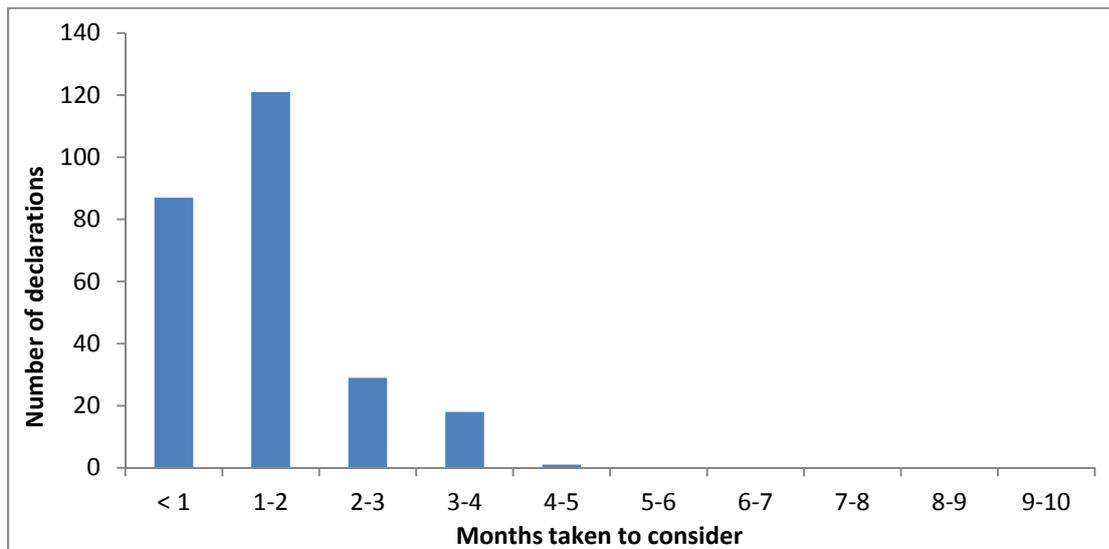
Once all final outcomes were accounted for from pending submission, all programmes showed sufficient evidence of standards continuing to be met. This is the first time the Education and Training Committee decided that no programmes had provided insufficient evidence and required an approval visit.

How long does it take for us to consider a submission?

Declaration forms are forwarded directly to the next Education and Training Committee for consideration. We aim to process all annual monitoring declaration submissions within two months.

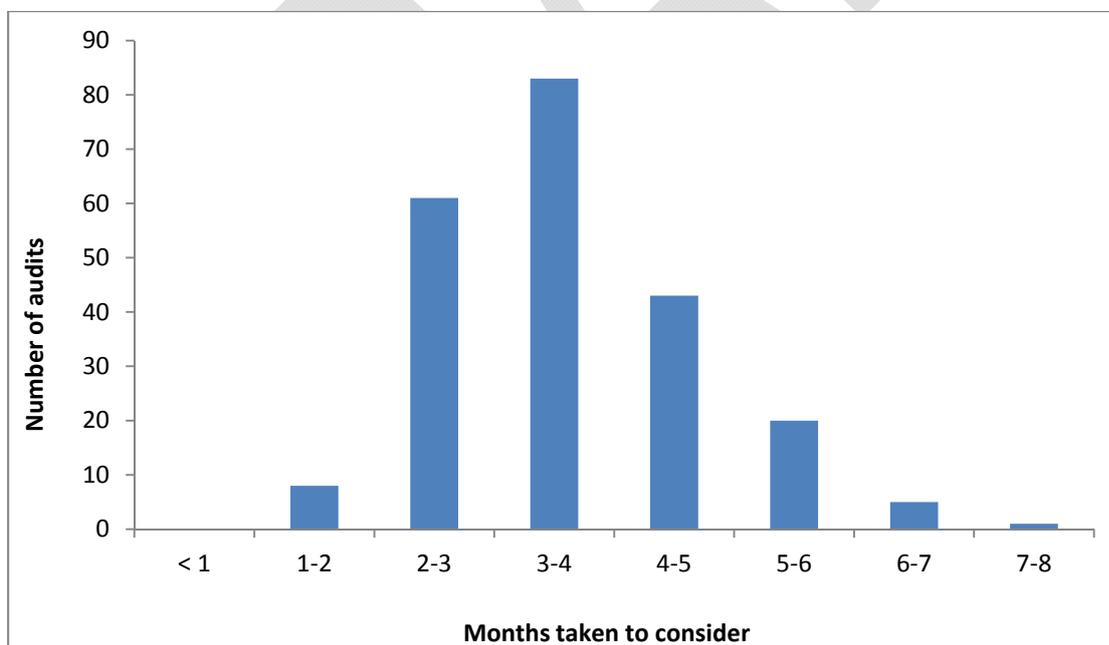
Audit submissions are considered at an assessment day or by postal correspondence prior to a recommendation being made to the Education and Training Committee. At assessment days, our Visitors produce a report which is forwarded to the next Education and Training Committee for consideration. Visitors have approximately two weeks to consider a submission by postal correspondence and produce a report for consideration at the next Education and Training Committee. Through both methods of assessment, Visitors have the opportunity to request additional documentation before making a final recommendation. Our process allows us at least two weeks between receipt of the Visitors report and the final decision being made by the Education and Training Committee. We aim to process all annual monitoring audit submissions within three months.

Graph 18 Number of months taken to consider declarations



Graph 18 shows that 85 per cent of declaration submissions were processed within two months. Submissions took longer than two months to process when the date they were received did not coincide with Education and Training Committee dates. Overall, the average time taken to process a declaration submission was 1.3 months, which is consistent with the previous year.

Graph 19 Number of months taken to consider audits



Graph 19 shows that the time taken to process audit submissions is directly related to the timing of the submission. This was also the case last year. This year thirty one per cent of audits were processed within three months in comparison to thirty six per cent last year. However, there is a marked increase in submissions considered after four months in comparison to last year, with sixty nine per cent considered within

four months. Overall, the average time taken to consider an audit was 3.5 months this year, a slight reduction on the 3.6 month average for 2010–11.

The length of time taken to process submissions is influenced by the fact that some programmes submitted documentation well in advance of a scheduled assessment day. For example, an education provider might submit documentation in November, but the assessment of that programme might not be due to take place until March. A very high proportion of audit submissions also required the submission of additional documentation which increased the total time taken to process the audit overall.

Next year, we will continue to manage submission dates in relation to an education provider's own IQA date. Graphs 16 and 17 illustrate that education providers tended to submit documentation by the deadline or earlier, which indicates education providers comply most easily with submissions dates which are closely linked to their own internal processes. This, coupled with the advantages of spreading the operational workload of annual monitoring, offsets the impact this system has had on meeting operational timescales, particularly in relation to audits.

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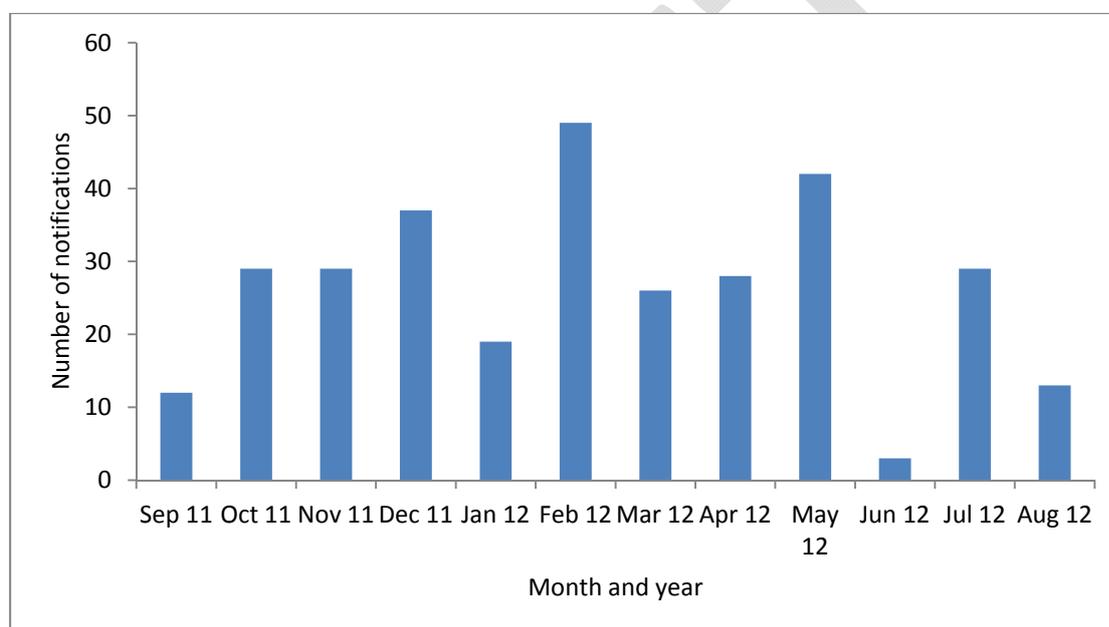
Major change

Number of major change notifications

This year we received 316 major change notification forms. Fifty seven notifications were later withdrawn by the education providers. If education providers decide not to change a programme following a submission to us, this can be done at any time as long as confirmation of the intention to leave the programme unchanged is received in writing.

When were the major change notifications received?

Graph 20 Number of notifications per month

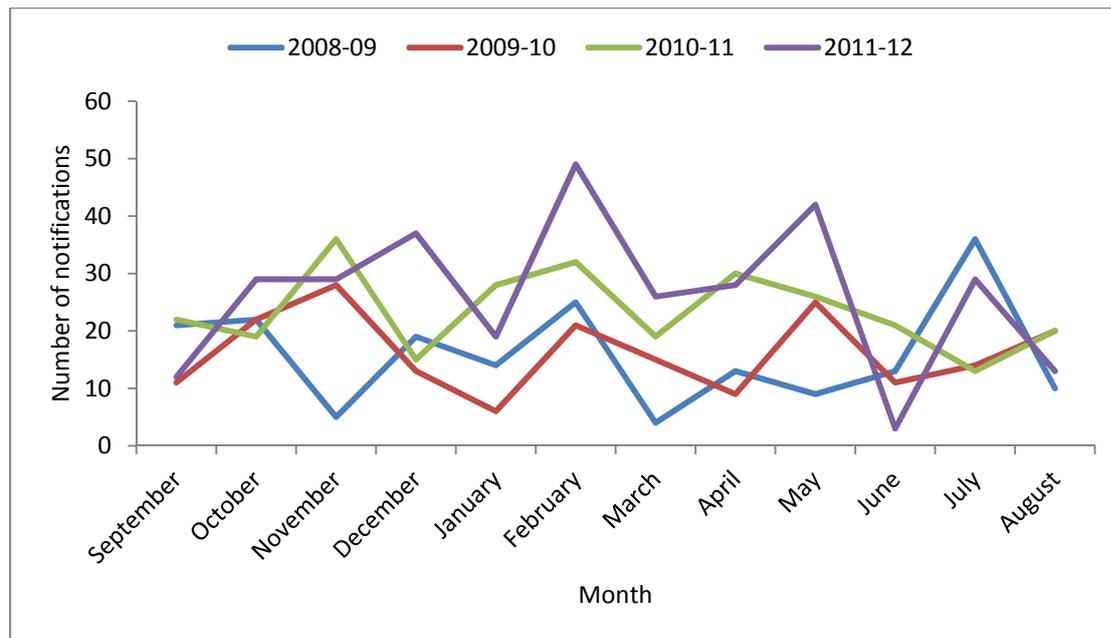


Major change notification submission continues to be hard to predict across the year and no pattern appears to be emerging from year to year. Graph 21 shows that last year's peak of activity at the start of the academic year has not been repeated this year, with the majority of submissions occurring in December 2011, February 2012 and May 2012. It is difficult to explain why these months saw the most activity. Major changes can occur as a result of unplanned staff changes or changes to the practice placement environment so the data continues to suggest a relatively unpredictable flow of work coming into the Education Department each year.

The number of notifications received this year has increased by approximately 32 per cent compared to last year. Graph 20 illustrates how this year has also seen more variation in the submission numbers from month to month, varying from three submissions in June 2012 to forty nine received in February 2012. Again, due to the unpredictable flow of work generated through this process, it is difficult to suggest any particular factors influencing this trend. However, there has been an overall increase in notifications being reviewed through annual monitoring and the same percentage of notifications being withdrawn as last year. This suggests education

providers are deciding to use the major change process more often to notify us about changes which have little or no impact on the way our standards are met. Alternatively, education providers may also be notifying us of changes well in advance of documentation being available for Visitors to make an assessment. We will continue to work with education providers to assist them in understanding how and when to submit notice of changes to us.

Graph 21 Number of major change notifications received by month, compared over the last four years

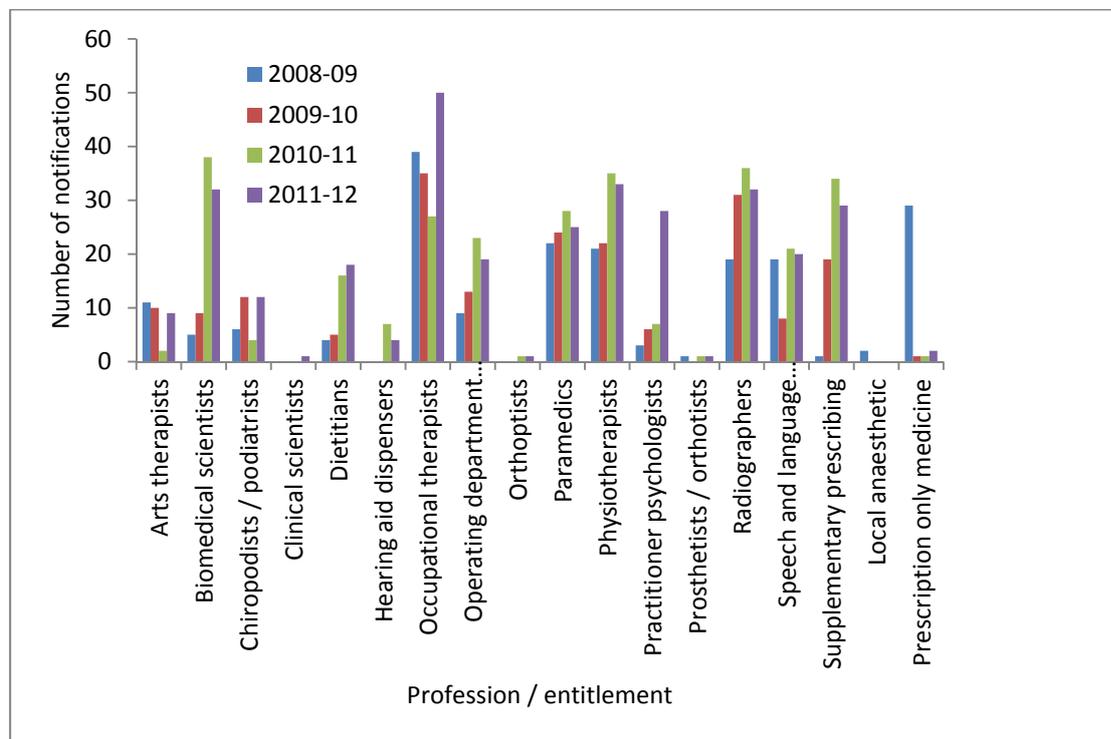


Which professions submitted major changes?

As Graph 22 illustrates, we considered more major changes from biomedical scientist, physiotherapist, radiographer and occupational therapist programmes than any others this year. The first three of these professions were also amongst the professions with the highest number of submissions last year. Overall, this pattern is to be expected as we have a large number of approved programmes across these professions.

Changes in biomedical science training, related in part to the implementation of programmes linked to the Modernising Scientific Careers initiative, continued to cause an increase in major change notifications for this profession. Beyond this there appears to be no obvious reason for change emerging across a particular professional group. It would appear that the factors for change are too diverse for patterns to emerge unless widespread curriculum change occurs. Changes in practitioner psychologist programmes have increased this year as expected, as more programmes in this profession have been visited since the Register opened in 2009 and these programmes are now subject to the normal monitoring processes.

Graph 22 Breakdown of major change notification forms received – by profession and entitlement, compared over the last four years



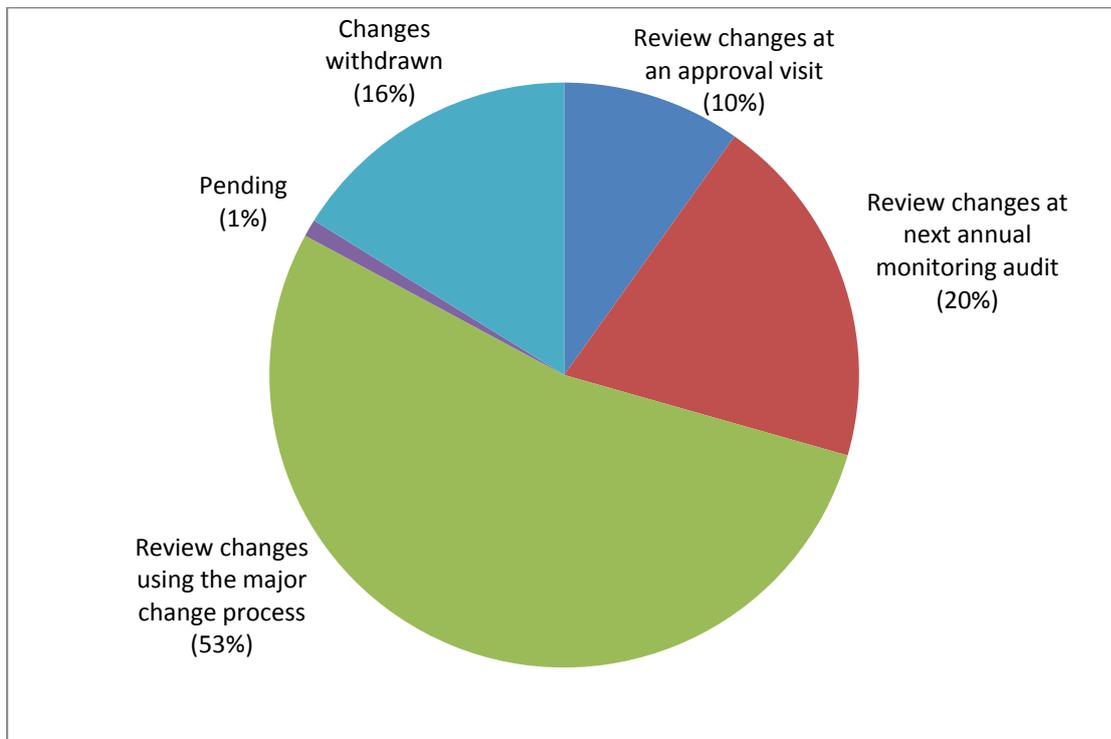
Summary of outcomes

The major change process asks education providers to tell us about any significant changes to their programmes, whether proposed or retrospective.

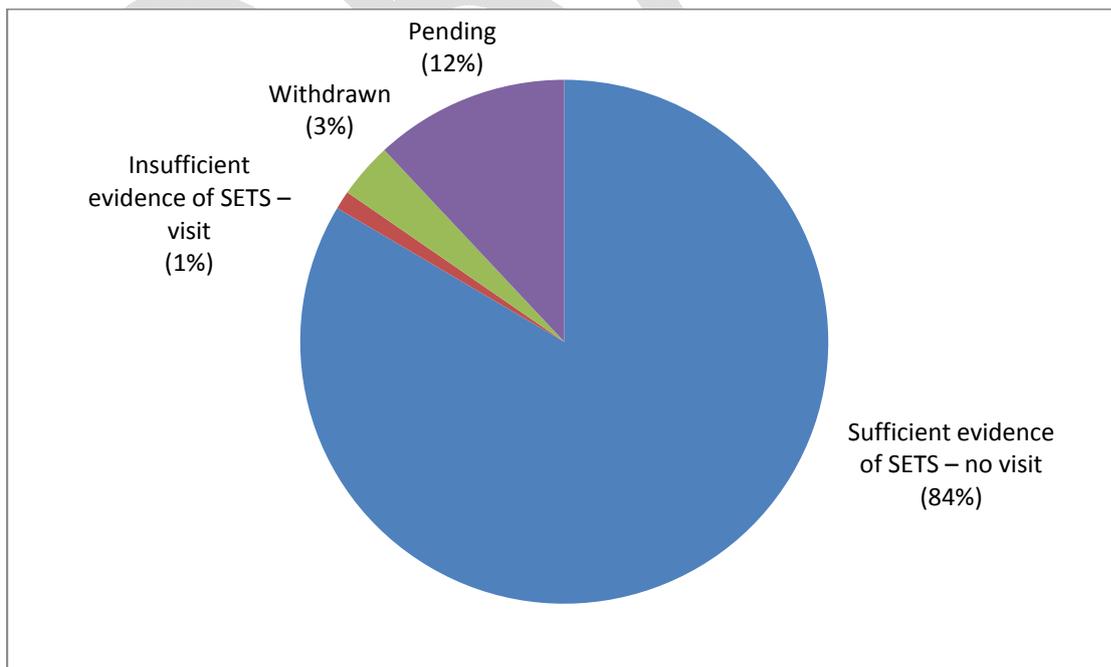
All submissions are initially reviewed by the Education Department and a decision is made about which of the three approval or monitoring processes is most appropriate to consider the change. If the Education Department chooses either the approval or annual monitoring process, the education provider is informed and further arrangements are made to arrange a visit or receive an audit submission at the appropriate time. If the Education Department chooses the major change process, the submission is reviewed by at least one Visitor and a recommendation is made to the Education and Training Committee.

Visitors can recommend to the Education and Training Committee that there is: sufficient evidence to demonstrate that the standards of education and training continue to be met; or insufficient evidence to demonstrate that the standards of education and training continue to be met and therefore a visit is required to gather more evidence.

Graph 23 Breakdown of major change notifications – by Education Department recommendation



Graph 24 Breakdown of major change notifications – by Visitor recommendation



Graph 23 shows that 30 per cent of changes being submitted on major change notification forms are either being channelled directly through to the approval or annual monitoring processes. Fifty three per cent are being reviewed by Visitors as a major change. This is a slight increase in comparison to last year for both major change and annual monitoring recommendations, whilst reviewing changes through approval visits has seen a seven per cent decrease since last year. Changes being withdrawn from the major change process remained at 16 per cent. This is mostly due to education providers submitting major changes without the required documentation available to make an assessment. Again, the nature of the change dictates the outcome of the process, and since the factors causing change are unpredictable, it is likely that we will also see fluctuations in how change is managed through the processes.

Graph 24 indicates that the vast majority of programmes that are reviewed by Visitors are found to continue to be meeting the standards of education and training. This is an encouraging statistic as it continues to support and endorse the open-ended approval model. Without the need for overly burdensome scrutiny, education providers appear able to make changes to programmes that, whilst significant, allow them to continue to meet our standards. Of the 21 pending submissions, one was received in April, three in May, one in June, five in July and 11 were received in August. Nine received a decision in September, eight in October and four in December. All were found to continue to meet the SETs. Inclusive of this data, 99 per cent of submissions resulted in sufficient evidence of SETs being met and only one per cent required a visit; the same percentages as last year.

How long does it take for us to consider a submission?

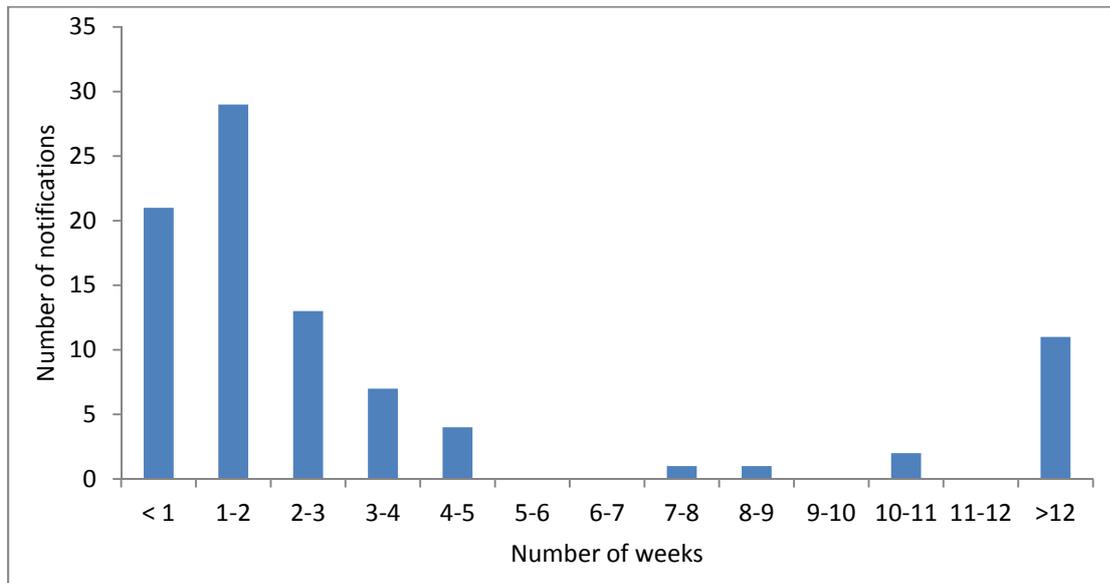
If a submission can be effectively reviewed at an approval visit or at the next annual monitoring audit, we aim to notify education providers of this within two weeks. When we feel a change needs to go through the major change process, we aim to complete this process within three months.

When we determine a programme requires scrutiny through the major change process we ask Visitors to consider the submission. Once we have selected the two Visitors to consider it, we need to see if they have a conflict of interest with the programmes under consideration. This process takes a minimum of two weeks.

The submission is sent to the Visitors, who assess it and provide a joint report. Again, this takes a minimum of two weeks. The Visitors may ask for extra documents. This would add an extra two to four weeks to the process.

Once we have a satisfactory Visitor report, their recommendation must go to the Education and Training Committee for approval. The Committee meet on average once a month. Once received, it can take from one to four weeks for the completed report to reach Committee.

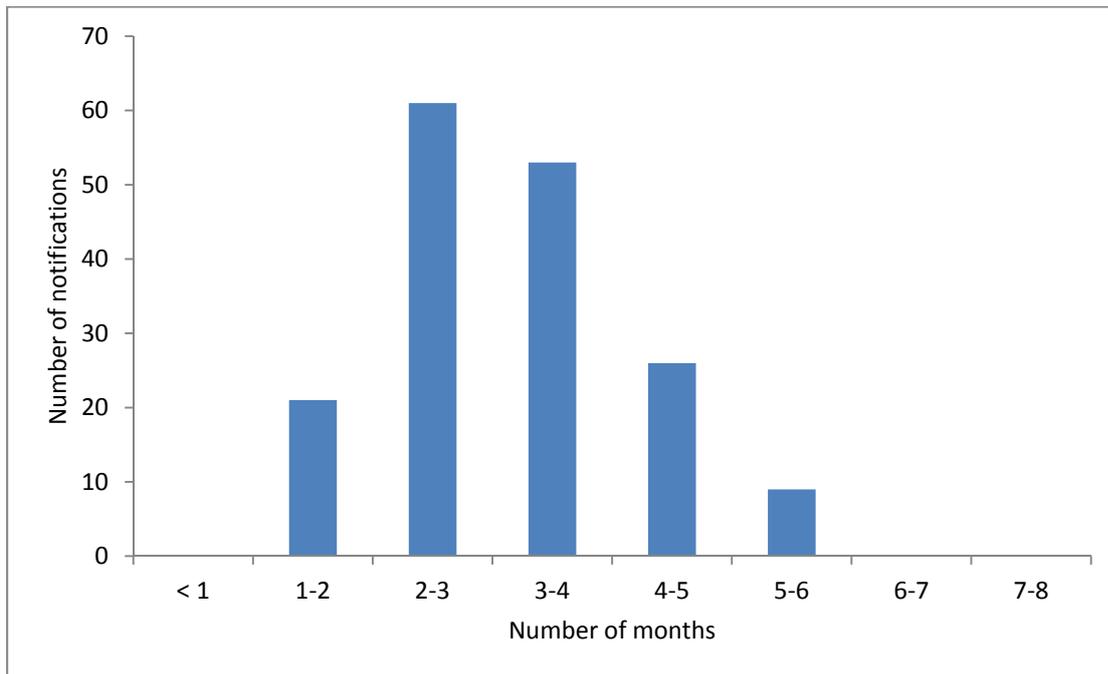
Graph 25 Number of weeks taken to consider a notification – by Education Department recommendation



Seventy one per cent of Education Department recommendations are made within or just outside operational expectations. This is a decrease compared to last year. A small number of Education Department recommendations are taking considerably longer than expected. They tend to arise from education providers giving notice of change with little information to assist us in making a decision. When this occurs the education provider is asked to provide information before a decision can be made and in some instances this takes the education provider a considerable period of time.

There has also been a change to our processes concerning changes to programme records this year. In order to ensure that our list of approved programme records are as accurate as possible these changes (for example a programme or education provider name change or a change to the validating body) are now being dealt with through the major change process. Gathering all of the information required from education providers can take a considerable period of time and can result in some of the delays we can see in Graph 25.

Graph 26 Number of months taken to consider a major change notification – by Visitor recommendation



Graph 26 shows that approximately 48 per cent of recommendations from Visitors are being made within the expected time frame. This is an increase when compared to the previous year. However, there are still a number of submissions taking longer than planned. Again, these tend to be linked to requests for additional information from education providers that take time to be produced, as education providers do not yet have documentation prepared. Again, we hope that our work developing understanding of the major change process will assist in reducing the number of times that this occurs.

Concerns about programmes

As well as routinely approving and monitoring our approved programmes, we also listen to concerns that anyone might have about them. Anyone can raise a concern about an education provider. However we would usually expect an individual to have gone through the education provider's complaint process before we consider the concern. When we investigate a concern about a particular programme, the outcome will only affect whether we continue to approve that particular programme. The process does not consider concerns about academic judgement or concerns about whether someone is fit to receive an award.

The Education Department received four concerns in the 2011–12 academic year. Of the four received, one met the HCPC requirements for further investigation. As part of any investigation, the education provider receives a copy of the concern and supporting documentation submitted by the complainant, and is also invited to respond. In this case, the education provider responded to the concern. We sometimes involve Visitors in the investigation process where we require their professional or profession-specific input. However, due to the nature of this concern, input from our Visitors was not required on this occasion.

The investigation report drafted by the Executive outlines the key issues of the complaint and how they may affect the way the programme meets our standards. The process of compiling the report requires evidence to be gathered and, once finalised, observations on the report are also obtained from the complainant and the education provider. This stage of the process can sometimes take longer than anticipated and can affect how quickly investigation reports are sent to the Education and Training Committee.

The investigation report including observations, was considered by the Education and Training Committee in June 2012. When considering the report, the Committee can recommend what action, if any, is required in relation to the complaint.

The Committee can make one of the following decisions.

- There is no case to answer.
- Further review of the programme is required using our approval and monitoring processes.
- A directed visit is required.

In this case, the Education and Training Committee decided there was no immediate risk to the ongoing approval of the programme. However, to mitigate against long-term reoccurrences of the issues raised, further information was required as part of an already scheduled approval visit to this programme.

We expect the number of education provider concerns we receive next year to remain relatively consistent. Where possible, we will continue to raise awareness of this operational process amongst our key stakeholders.

Practitioner psychologists

On 11 June 2009 our Education and Training Committee agreed that 71 pre-registration practitioner psychologist programmes should be granted open-ended approval on a transitional basis effective from 1 July 2009 (the day the practitioner psychologist part of our Register opened). These programmes were transferred to us from the British Psychological Society (BPS) and approval was granted on the basis of the robust quality assurance regime of the BPS. The Education and Training Committee also agreed the 71 programmes would be visited over three academic years (2009–10, 2010–11 and 2011–12) to review each programme against the standards of education and training. The Committee agreed that the proposed three-year approval visit schedule be based on the existing BPS accreditation cycle. This year this visit schedule came to an end and all practitioner psychologist education and training programmes that are on the list of approved programmes have now been visited by the HCPC. By the end of the academic year 2011–12, a total of 92 practitioner psychologist programmes had on-going approval. This increase from the original number is due to the different way the HCPC records programmes in comparison to the BPS and new programmes which were approved for the first time.

Following completion of the first year of visits, we produced a summary report which reviewed the outcomes from each of the visits. This summary report was submitted to our Education and Training Committee on 18 November 2010. The report showed that there were minimal differences between practitioner psychologist programmes in the approval process when compared to the programmes from other professions. A subsequent report was then produced and included in the Education annual report 2011 which highlighted how practitioner psychologist programmes had performed in the second year of the visit schedule. Once again the report showed that there were minimal differences between practitioner psychologist programmes in the approval process when compared to the programmes from other professions and that practitioner psychologist programmes had experienced few difficulties in engaging with our standards and processes. Both reports can be found on our website: www.hcpc-uk.org.

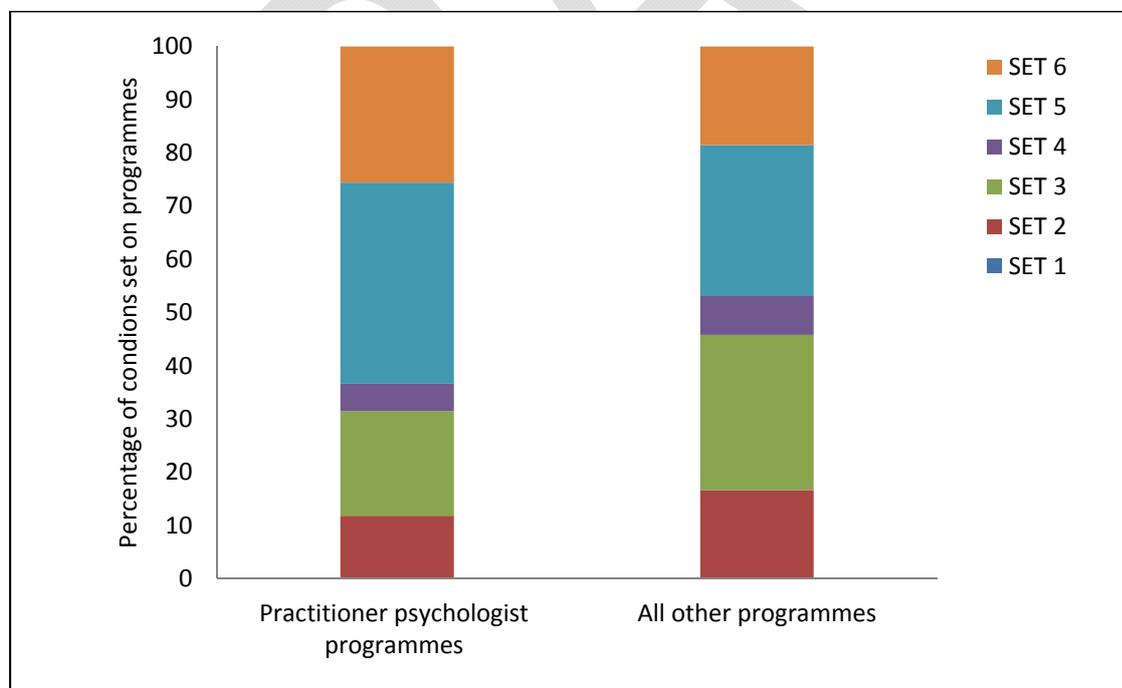
This year was the third and final year of the practitioner psychologist approval visit schedule. As such, it provides an opportunity to determine how these programmes have engaged with the progress this year, and across the whole visit schedule, when compared to programmes from other professions.

Table 6 – Number of visits and conditions set on practitioner psychologist programmes, compared to all other programmes over the last three years

Year of visits	Number of practitioner psychologist programmes visited	Number of conditions set on practitioner psychologist programmes	Number of visits to all other programmes	Number of conditions set on all other programmes
2009 –10	26	285	84	619
2010 –11	34	336	52	340
2011 –12	38	254	72	631

In the 2011–12 academic year 38 practitioner psychologist programmes were subject to an approval visit, accounting for 35 per cent of the total number of approval visits. As a result of these visits, 29 per cent of the total number of conditions set were in relation to practitioner psychologist programmes. This means that on average seven conditions were set against practitioner psychologist programmes, which is slightly less than the average of eight for all other programmes during 2011–12. This is fairly consistent with 2009–10, but slightly less than 2010–11 when practitioner psychologist programmes accounted for 49 per cent of conditions set. However, this is due to the fact that practitioner psychologist visits accounted for a larger proportion (40 %) of visits in 2010–11 and there were significantly fewer visits to programmes from other professions that year.

Graph 27 Percentage of conditions set against all programmes in 2011–12

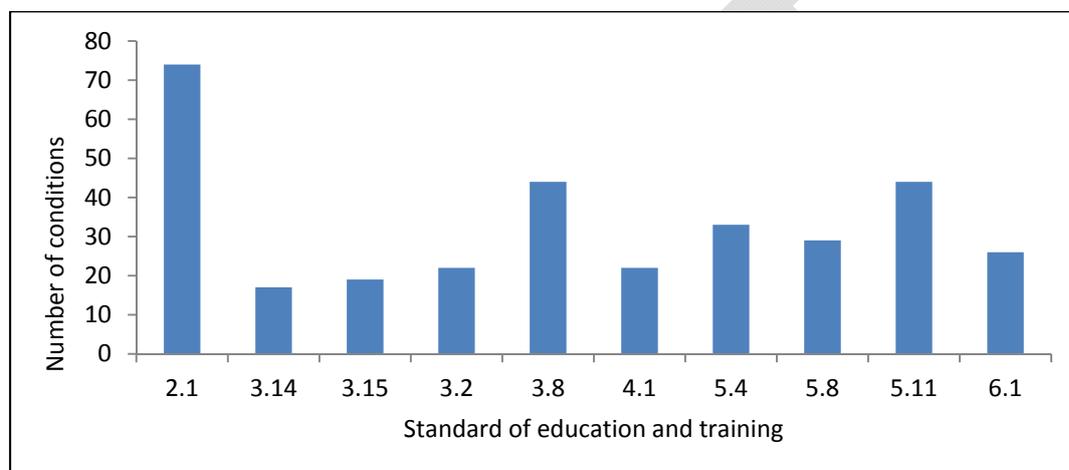


Graph 27 demonstrates the distribution of conditions against the six areas of the standards of education and training (SETs). This shows that conditions set for practitioner psychologist programmes were broadly similar to those set against programmes for other professions. The largest proportion of conditions (38%) for

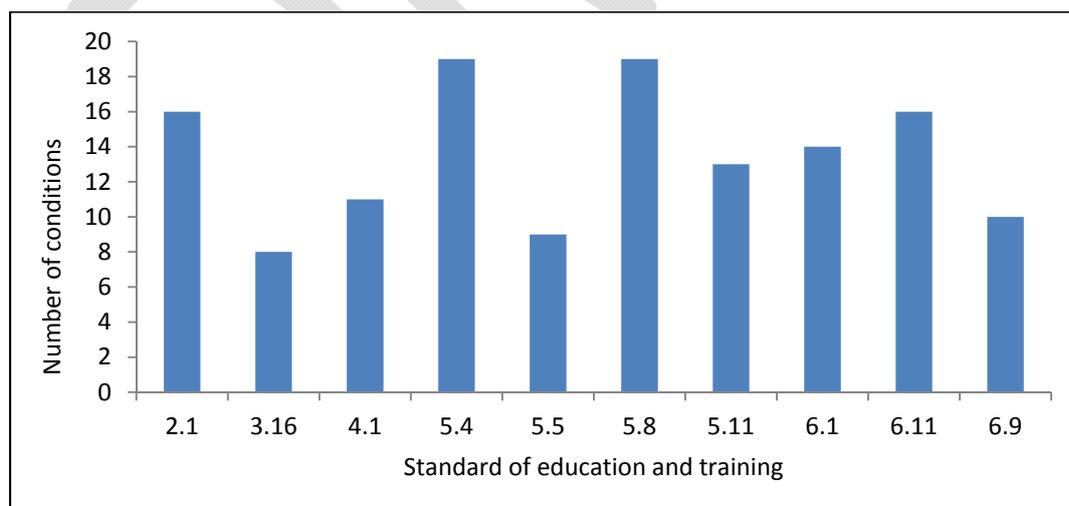
practitioner psychologist programmes were set against SET 5, which focuses on practice placement elements. SET 5 also received the most conditions for programmes across all other programmes. However, it is important to note that three practitioner psychologist programmes received 34 conditions against SET 5, which accounts for 13 per cent of all conditions set against practitioner psychologist programmes.

The other noticeable difference is in the number of conditions set against SET 6 which focuses on assessment. Twenty six per cent of all conditions for practitioner psychologist programmes were set against this standard in comparison to nineteen per cent of all other programmes.

Graph 28 The ten standards of education and training with the highest number of conditions set against them – all other programmes



Graph 29 The ten standards of education and training with the highest number of conditions set against them – practitioner psychologist programmes (Year three)



Graphs 28 and 29, illustrate the most common conditions against specific standards for all programmes in 2011–12, as well as the most common conditions against specific standards for practitioner psychologist programmes which were visited in

year three of the visit schedule. Whilst there are some differences between the profile of conditions set across all programmes in comparison to those specific to practitioner psychologist programmes, SETs 2.1 (admissions information to applicants and students), 4.1 (learning outcomes and how these ensure the standards of proficiency are met), 5.4 (practice placement systems), 5.8 (placement educator training), 5.11 (preparing students and placement providers), and 6.1 (assessment design and this ensures students meet the standards of proficiency) all feature as standards commonly requiring conditions for practitioner psychologist programmes and for all other programmes.

The standards that did emerge as most commonly attributed to practitioner psychologist programmes, but less so for other professions were SETs 6.9 and 6.11, which have been mentioned above. Ten per cent of all conditions set against practitioner psychologist programmes were against SET 6.9, which focuses on aegrotat awards, and SET 6.11, which focuses on requirements for external examiners. Both SETs require programmes to show they are being met via evidence obtained in the programme documentation. In the majority of cases these standards were being met by the programme but were not appropriately documented. These types of conditions are commonly applied to new programmes and programmes from new professions.

There were two other standards against which psychologist programmes received more conditions compared to other professions. These related to processes for handling student conduct issues (3.16) and the monitoring of practice placement policies and procedures (5.5). As with SETs 6.9 and 6.11, programmes often had procedures and policies in place to deal with the requirements of SET 3.16 and 5.5 but the evidence provided was not sufficient for open-ended approval to be granted. Again, these requirements are commonly applied to new programmes and programmes from new professions as they become familiar with our regulatory requirements.

Importantly, none of these standards are indicative of a specific risk profile for the profession or a particular difficulty in engaging with our broad standards and flexible processes.

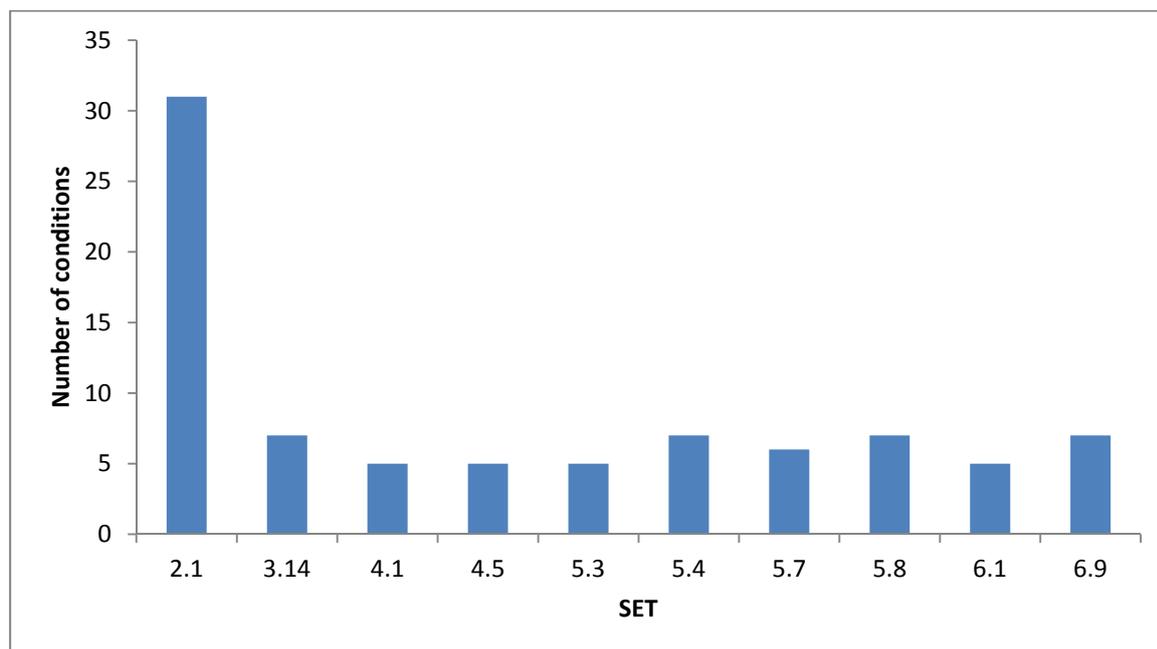
Hearing aid dispensers

At its meeting on 10 March 2010, the Education and Training Committee agreed that 18 hearing aid dispenser programmes should be granted open-ended approval, on a transitional basis. This approval became effective from the 1 April 2010, the date of the opening of the hearing aid dispenser part of our Register. The recommended lists were based on the approval information which was available from the Hearing Aid Council (HAC). These programmes were accepted for approval based on the quality assurance procedures of the HAC.

The Education and Training Committee also agreed the programmes would be visited over two academic years (2010–11 and 2011–12). The Committee agreed that the proposed two-year approval visit schedule would be based on the outcomes of a prioritisation assessment day. At the prioritisation assessment day Visitors considered the documentation which had been provided by the HAC in response to their approval and monitoring processes for all the programmes. The Visitors were asked to reach their decisions based on a proportionate response to the risks presented by each programme and its status according to HAC approval and monitoring processes. The programmes were individually assessed and Visitors' reports were produced recommending an academic year in which to conduct the visit.

In the 2010–11 academic year seven hearing aid dispenser programmes were visited at four education providers. An initial review of the first year of hearing aid dispenser visits featured in the 2011 Education annual report. We visited 13 hearing aid dispenser programmes in 2011–12, which completed the hearing aid dispenser visit schedule following the transfer. The programmes visited varied in qualification level, ranging from foundation degree to masters degree and also contained non-traditional training models such as aptitude tests.

Graph 30 The ten standards of education and training with the highest number of conditions set against them – hearing aid dispenser programmes



Overall, hearing aid dispenser programmes had an average of seven conditions set, which is consistent with the average number of conditions across all programmes in 2011–12. Graph 30 shows that ten standards of education and training stand out as having the highest number of conditions set against them in 2010–11 and 2011–12 (all programmes having received four or more conditions). SET 2.1 has the highest number of conditions across the hearing aid dispenser visits in 2010–11 and 2011–12. This standard reviews the advertising materials produced and information available for potential applicants to the programme and is regularly applied to programmes across all professions. Reasons for setting conditions relating to this standard regularly include providing clearer information for potential applicants and updating HCPC terminology in documentation. In the context of hearing aid dispenser programmes, one reason for the higher number of conditions relating to SET 2.1 is the delivery of aptitude tests which set entry criteria requiring applicants to hold specific qualifications and demonstrate practical experience of working as an audiologist.

Conditions relating to SET 4.1 are commonly applied to new profession programmes as it is the first opportunity education providers have to demonstrate how learning outcomes ensure our standards of proficiency are met. Conditions relating to SET 6.1, which is linked to SET 4.1 in terms of assessing learning outcomes, are also commonly applied to new profession programmes. Having to meet our standards of education and training for the first time only recently, hearing aid dispenser programme providers might also be unfamiliar with standards 4.5 and 6.9 as these standards are regulatory-specific requirements. On this basis, it therefore makes sense that these appear here amongst the most common standards upon which conditions were set.

As stated in last year's report, these results indicate the differences in the way hearing aid dispenser and other programmes meet our standards, and that the

common issues which arise are minimal. Furthermore, these results do not suggest any profession-specific risk profile has emerged or that there are difficulties in meeting our regulatory standards, which are designed to be broad and flexible.

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Conclusion from the Director of Education

Each year, compiling the annual report draws attention to the continually increasing and changing nature of the work of the Education Department. This year concludes work in a key area of growth over the past three years which has focused on the new profession programmes for practitioner psychologists and hearing aid dispensers. We concluded our last scheduled visits to these programmes in the summer and all approved programmes have now moved into our monitoring cycles. This means the number of programmes engaging with our annual monitoring and major change processes will increase accordingly in future years.

This year we also started working with a new profession following the transfer of social workers in England to the HCPC Register on 1 August 2012. For the Education Department, this meant receiving the largest transfer of approved pre-registration programmes since our organisation came into existence. Included in the transfer were a number of post-registration programmes for approved mental health professionals (AMHPs). Approval visits to assess these programmes will commence in the next academic year and this will be a key area of growth for the Department over the next three years.

We also witnessed continued growth and change in our existing professions, particularly for biomedical scientists and clinical scientists. The implementation of the Modernising Scientific Careers (MSC) initiative has led to the creation of new biomedical scientist programmes across the UK. We also approved a new route to registration for clinical scientists which has been modelled against the new MSC training pathway. These two developments illustrate how our standards of education and training continue to be flexibly applied across a range of professions and models of education and training.

Practice placement standards (SET 5) again attracted the highest number of conditions in relation to our approval activities, although the overall number of conditions in this area has continued to decrease. This is a pleasing trend that we hope to see repeated in future years. We will continue to work with education providers, particularly those from new professions, regarding our requirements for the quality assurance of practice placement environments.

This report highlights that our approval activities for programmes in professions that have been on our Register for longer have continued to decrease this year. With this in mind, our monitoring processes have been, and will increasingly be, the main way in which we interact with these programmes. We received more major change notifications from education providers this year, with the majority being assessed through either our major change or annual monitoring processes. This means that our model of open-ended approval is achieving the task it was set out to do; preventing the need for cyclical re-approval visits where possible.

We held a series of education seminars across the UK this year on the theme of practice placements. For the first time we asked both education providers and placement educators to attend. The placement theme proved highly popular with most seminars being fully booked. We also received the highest attendance figures since commencing seminars in 2007–08. Delegates from over 65 education

providers and 26 placement providers were represented. We also delivered social work specific seminars during the summer to prepare education providers prior to the transfer of regulation of social workers in England to the HCPC. Next year we plan to deliver a suite of seminars focusing on practice placements, student fitness to practice and social work.

This year we continued to use our monitoring processes to assess how approved programmes meet the four new standards of education and training which were introduced in 2009. We used the adapted annual monitoring process which was first introduced last year so that education providers could state how they meet the new standards and provide documentary evidence to support this. Although we increased our monitoring activities this year, we continued to provide efficient, timely outcomes to education providers.

Next year our workload is set to increase again and we are continuing to seek improvements in our working methods to ensure that the Department grows efficiently alongside the workload and that we still offer good customer service to education providers, applicants, registrants and members of the public.

Thank you for reading this document and I hope you have found it interesting. If you need any further information on our approval and monitoring processes, please see www.hcpc-uk.org

Abigail Gorringe
Director of Education

Contact us

If you have any questions or comments about our approval and monitoring processes, you can contact the Education Department directly.

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List of visits and outcomes

EP name	Programme name	Mode of study	Date of visit	Status at 31 August 2012
Queen Margaret University	MSc Diagnostic Radiography (pre-registration)	Full Time	6 September 2011	Approved
Queen Margaret University	PgDip Diagnostic Radiography (pre-registration)	Full Time	6 September 2011	Approved
The Robert Gordon University	MSc Diagnostic Radiography (Pre-registration)	Full Time	14 September 2011	Approved
The Robert Gordon University	Post Graduate Diploma Diagnostic Radiography (Pre-registration)	Full Time	14 September 2011	Approved
University of the West of England, Bristol	BSc (Hons) Healthcare Science (Blood Science)	Full Time	21 September 2011	Approved
University of the West of England, Bristol	BSc (Hons) Healthcare Science (Blood Science)	Part Time	21 September 2011	Approved
University of the West of England, Bristol	BSc (Hons) Healthcare Science (Genetic Science)	Full Time	21 September 2011	Approved
University of the West of England, Bristol	BSc (Hons) Healthcare Science (Genetic Science)	Part Time	21 September 2011	Approved
University of the West of England, Bristol	BSc (Hons) Healthcare Science (Infection Science)	Full Time	21 September 2011	Approved
University of the West of England, Bristol	BSc (Hons) Healthcare Science (Infection Science)	Part Time	21 September 2011	Approved
University of the West of England, Bristol	BSc (Hons) Healthcare Science (Tissue Science)	Full Time	21 September 2011	Approved
University of the West of England, Bristol	BSc (Hons) Healthcare Science (Tissue Science)	Part Time	21 September 2011	Approved
Canterbury Christ Church University	Pg Dip Speech and Language Therapy	Full Time	29 September 2011	Approved
University of Greenwich	Pg Dip Speech and Language Therapy	Full Time	29 September 2011	Approved
Aston University	Aston Certificate in Audiology	Part Time	6 October 2011	Approved
Glasgow	BSc (Hons) Orthoptics	Full	18 October	Approved

Caledonian University		Time	2011	
University of Surrey	BSc (Hons) Nutrition/Dietetics	Full Time	18 October 2011	Approved
Northumbria University at Newcastle	BSc (Hons) Applied Biomedical Science	Full Time	9 November 2011	Approved
Northumbria University at Newcastle	BSc (Hons) Applied Biomedical Science	Part Time	9 November 2011	Approved
Northumbria University at Newcastle	BSc (Hons) Applied Biomedical Science (Sandwich)	Full Time	9 November 2011	Approved
University of East Anglia	Doctorate in Clinical Psychology (ClinPsyD)	Full Time	22 November 2011	Approved
University of Chester	BSc (Hons) Nutrition and Dietetics	Full Time	29 November 2011	Approved
University of Hertfordshire	BSc (Hons) Dietetics	Full Time	7 December 2011	Approved
University of Hertfordshire	BSc (Hons) Paramedic Science	Full Time	7 December 2011	Approved
University of Hertfordshire	BSc (Hons) Physiotherapy	Full Time	7 December 2011	Approved
University of Hertfordshire	Foundation Degree in Paramedic Science	Full Time	7 December 2011	Approved
University of Portsmouth	BSc (Hons) Applied Biomedical Science	Full Time	13 December 2011	Approved
University of Portsmouth	BSc (Hons) Applied Biomedical Science	Part Time	13 December 2011	Approved
University of Portsmouth	BSc (Hons) Healthcare Science	Full Time	13 December 2011	Approved
University of Bradford	BSc (Hons) Healthcare Science – Life Sciences (Blood Science)	Full Time	4 January 2012	Approved
University of Bradford	BSc (Hons) Healthcare Science – Life Sciences (Cellular Science)	Full Time	4 January 2012	Approved
University of Bradford	BSc (Hons) Healthcare Science – Life Sciences (Genetics Science)	Full Time	4 January 2012	Approved
University of Bradford	BSc (Hons) Healthcare Science – Life Sciences (Infection Science)	Full Time	4 January 2012	Approved
South Western Ambulance Service NHS Foundation Trust	IHCD Paramedic Award	Full Time	10 January 2012	Approved
South Western Ambulance Service NHS	IHCD Paramedic Award	Full Time	10 January 2012	Approved

Foundation Trust and Prometheus Medical				
Queen Margaret University	Local Anaesthesia for HPC registered podiatrists	Full Time	12 January 2012	Approved
University of Greenwich	BSc (Hons) Paramedic Science (London)	Full Time	12 January 2012	Approved
Staffordshire University	BSc (Hons) Applied Biomedical Science	Full Time	25 January 2012	Approved
Birmingham City University	Dip HE Paramedic Science	Full Time	1 February 2012	Approved
Brunel University	BSc (Hons) Occupational Therapy	Full Time	1 February 2012	Approved
Brunel University	BSc (Hons) Occupational Therapy	Part Time	1 February 2012	Approved
New School of Psychotherapy and Counselling and Middlesex University	DPsych (Existential Counselling Psychology and Psychotherapy)	Full Time	14 February 2012	Approved
St George's, University of London	Foundation Science Degree in Paramedic Science (Gibraltar)	Part Time	14 February 2012	Approved
Bangor University	Doctorate in Clinical Psychology (D.Clin.Psy)	Full Time	21 February 2012	Approved
University of Ulster	BSc (Hons) Diagnostic Radiography and Imaging	Full Time	21 February 2012	Approved
University of Ulster	BSc (Hons) Occupational Therapy	Full Time	21 February 2012	Approved
University of Ulster	BSc (Hons) Physiotherapy	Full Time	21 February 2012	Approved
University of Ulster	BSc (Hons) Radiotherapy and Oncology	Full Time	21 February 2012	Approved
University of Ulster	BSc (Hons) Speech and Language Therapy	Full Time	21 February 2012	Approved
University College London	D.Ed.Psy Educational and Child Psychology	Full Time	23 February 2012	Approved
Queen's University of Belfast	Doctorate in Educational, Child and Adolescent Psychology (DECAP)	Full Time	6 March 2012	Approved
Royal Holloway, University of London	Doctorate in Clinical Psychology (DClinPsy)	Full Time	6 March 2012	Approved
University Campus Suffolk	Diploma of Higher Education Operating Department Practice	Full Time	6 March 2012	Approved

Anglia Ruskin University	FDS in Hearing Aid Audiology	Distance Learning	14 March 2012	Approved
The Smae Institute	Diploma in Local Anaesthesia for Podiatry Practice	Distance Learning	14 March 2012	Approved
University of Central Lancashire	BSc (Hons) in Operating Department Practice	Full Time	14 March 2012	Approved
University of the West of England, Bristol	Professional Doctorate in Counselling Psychology	Full Time	15 March 2012	Approved
University of the West of England, Bristol	Professional Doctorate in Counselling Psychology	Part Time	15 March 2012	Approved
University of Southampton	Doctorate in Clinical Psychology (DclinPsychol)	Full Time	20 March 2012	Approved
University of Manchester	BSc (Hons) Audiology	Full Time	21 March 2012	Approved
University of Manchester	BSc (Hons) Healthcare Science (Audiology)	Full Time	21 March 2012	Approved
University of Manchester	MSc Audiology (with clinical competency certificate – CCC)	Full Time	21 March 2012	Approved
University of Manchester	Pg Dip Audiology (with clinical competency certificate – CCC)	Full Time	21 March 2012	Approved
Queen Margaret University	Professional Doctorate in Health Psychology	Full Time	22 March 2012	Pending – Approved 13 September 2012
Queen Margaret University	Professional Doctorate in Health Psychology	Part Time	22 March 2012	Pending – Approved 13 September 2012
De Montfort University	Aptitude Test	Flexible	3 April 2012	Pending – Approved 4 December 2012
De Montfort University	BSc (Hons) Audiology	Full Time	3 April 2012	Approved
De Montfort University	BSc (Hons) Healthcare Science (Audiology)	Full Time	3 April 2012	Approved
De Montfort University	Foundation Degree in Hearing Aid Audiology	Full Time	3 April 2012	Approved
Glasgow Caledonian	BSc in Operating Department Practice	Full Time	3 April 2012	Approved

University				
Queen Margaret University	Diploma in Higher Education Hearing Aid Audiology	Full Time	11 April 2012	Approved
Cardiff University (Prifysgol Caerdydd)	Doctorate in Educational Psychology (DEdPsy)	Full Time	17 April 2012	Approved
Staffordshire University	Professional Doctorate in Health Psychology	Full Time	17 April 2012	Pending – Approved 11 October 2012
University of East London	Professional Doctorate in Counselling Psychology	Part Time	17 April 2012	Pending – Approved 4 December 2012
London Metropolitan University	Professional Doctorate in Counselling Psychology	Full Time	18 April 2012	Pending – Approved 13 September 2012
London Metropolitan University	Professional Doctorate in Counselling Psychology	Part Time	18 April 2012	Pending – Approved 13 September 2012
University of Central Lancashire	BSc (Hons) Physiotherapy	Full Time	24 April 2012	Approved
University of Central Lancashire	BSc (Hons) Physiotherapy	Part Time	24 April 2012	Approved
University of Sheffield	Doctor of Educational and Child Psychology (DEdCPsy)	Full Time	24 April 2012	Approved
Newcastle University	Doctorate in Applied Educational Psychology	Full Time	25 April 2012	Approved
Staffordshire University	DipHE Operating Department Practice	Full Time	1 May 2012	Approved
University of Exeter	Educational, Child and Community Psychology (D.Ed.Psy)	Full Time	3 May 2012	Approved
University of Lancaster	Doctorate in Clinical Psychology (DClinPsy)	Full Time	9 May 2012	Approved
University of Birmingham	Doctorate in Forensic Psychology Practice (ForenPsyD)	Full Time	10 May 2012	Approved
University of Birmingham	Doctorate in Forensic Psychology Practice	Part Time	10 May 2012	Approved

	(ForenPsyD)			
University of Nottingham	Doctorate in Applied Educational Psychology (D.App.Ed.Psy)	Full Time	16 May 2012	Pending – Approved 4 December 2012
University of Sheffield	Doctorate in Clinical Psychology (DclinPsy)	Full Time	16 May 2012	Pending – Approved 11 October 2012
University of East London	Doctorate in Clinical Psychology (DClinPsy)	Full Time	17 May 2012	Pending – Approved 11 October 2012
University of Hertfordshire	Doctorate in Clinical Psychology (DClinPsy)	Full Time	17 May 2012	Pending – Approved 11 October 2012
University of Surrey	Practitioner Doctorate in Psychotherapeutic and Counselling Psychology (PsychD)	Full Time	21 May 2012	Pending – Approved 11 October 2012
Mary Hare	Foundation Degree in Hearing Aid Audiology	Full Time	22 May 2012	Approved
Mary Hare	Higher National Diploma Hearing Aid Audiology	Full Time	22 May 2012	Approved
Academy for Healthcare Science	Certificate of Attainment	Full Time	24 May 2012	Pending – Approved 13 September 2012
Academy for Healthcare Science	Certificate of Equivalence	Full Time	24 May 2012	Pending – Approved 13 September 2012
City University	Doctorate in Health Psychology (Dpsych)	Full Time	7 June 2012	Pending – Approved 4 December 2012
City University	Doctorate in Health Psychology (Dpsych)	Part Time	7 June 2012	Pending – Approved 4 December 2012

University of East London	Professional Doctorate in Educational and Child Psychology (D.Ed.Ch.Psych)	Full Time	7 June 2012	Approved
University of Edinburgh	Doctorate in Clinical Psychology (DClinPsychol)	Flexible	7 June 2012	Pending – Approved 11 October 2012
University of Edinburgh	Doctorate in Clinical Psychology (DClinPsychol)	Full Time	7 June 2012	Pending – Approved 11 October 2012
Outreach Rescue and Medic Skills	Hazardous Environment Medicine Paramedic Award	Part Time	12 June 2012	Approved
University of Glasgow	Doctorate in Clinical Psychology (DClinPsy)	Full Time	19 June 2012	Pending – Approved 4 December 2012
University of Wolverhampton	Practitioner Doctorate in Counselling Psychology (DcounsPsy)	Full Time	20 June 2012	Pending – Approved 4 December 2012
Glasgow Caledonian University and University of Strathclyde	D.Psych in Counselling Psychology	Full Time	26 June 2012	Pending – Approved 4 December 2012
Glasgow Caledonian University and University of Strathclyde	D.Psych in Counselling Psychology	Part Time	26 June 2012	Pending – Approved 4 December 2012
Manchester Metropolitan University	BSc (Hons) Healthcare Sciences – Life Sciences (Blood Sciences)	Full Time	26 June 2012	Pending – Approved 13 September 2012
Manchester Metropolitan University	BSc (Hons) Healthcare Sciences – Life Sciences (Cellular Sciences)	Full Time	26 June 2012	Pending – Approved 13 September 2012
Manchester Metropolitan University	BSc (Hons) Healthcare Sciences – Life Sciences (Genetic)	Full Time	26 June 2012	Pending – Approved 13

	Sciences)			September 2012
Manchester Metropolitan University	BSc (Hons) Healthcare Sciences – Life Sciences (Infection Sciences)	Full Time	26 June 2012	Pending – Approved 13 September 2012
University of Birmingham	Forensic Clinical Psychology Doctorate (ForenClinPsyD)	Full Time	28 June 2012	Pending
Newcastle University	Doctorate in Clinical Psychology (DClinPsychol)	Full Time	5 July 2012	Pending – Approved 4 December 2012

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List of major changes and outcomes

Programme name	Date notification received	Education provider	Mode	Status (at 31 August 2012)
Foundation Degree Paramedic Science	September 2011	Teesside University	Full Time	Sufficient evidence of SETs – no visit
Diploma of Higher Education Paramedic Practice	September 2011	Liverpool John Moores University	Full Time	Changes withdrawn by education provider
Diploma of Higher Education Paramedic Practice	September 2011	Sheffield Hallam University	Full Time	Sufficient evidence of SETs – no visit
Professional Doctorate in Health Psychology	September 2011	Queen Margaret University	Full Time	Use approval process to review changes
Professional Doctorate in Health Psychology	September 2011	Queen Margaret University	Part Time	Use approval process to review changes
Prescribing for Health Care Professionals (M Level)	September 2011	De Montfort University	Part Time	Changes withdrawn by education provider
Prescribing for Health Care Professionals (Level 3)	September 2011	De Montfort University	Part Time	Changes withdrawn by education provider
BSc (Hons) Paramedic Practice	September 2011	University of Brighton	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Radiotherapy and Oncology	September 2011	University of Hertfordshire	Full Time	Sufficient evidence of SETs – no visit
Doctorate in Clinical Psychology	September 2011	University of Manchester	Full Time	Changes withdrawn by education

(ClinPsyD)				provider
BSc (Hons) Diagnostic Radiography and Imaging	September 2011	University of Hertfordshire	Full Time	Sufficient evidence of SETs – no visit
Diploma in Higher Education Hearing Aid Audiology	September 2011	Queen Margaret University	Full Time	Use approval process to review changes
MSc Dietetics	October 2011	King's College London	Full Time	Sufficient evidence of SETs – no visit
Pg Dip Dietetics	October 2011	King's College London	Full Time	Sufficient evidence of SETs – no visit
Supplementary Prescribing (1)	October 2011	University of Brighton	Part Time	Use annual monitoring process to review changes
Supplementary Prescribing (2)	October 2011	University of Brighton	Part Time	Use annual monitoring process to review changes
BSc (Hons) Nutrition and Dietetics	October 2011	King's College London	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Dietetics and Nutrition	October 2011	London Metropolitan University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Diagnostic Radiography	October 2011	Birmingham City University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Diagnostic Radiography	October 2011	Birmingham City University	Part Time	Sufficient evidence of SETs – no visit
BSc (Hons) Radiotherapy	October 2011	Birmingham City University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons)	October 2011	Birmingham City	Part Time	Sufficient

Radiotherapy		University		evidence of SETs – no visit
BSc (Hons) Diagnostic Radiography and Imaging	October 2011	Bangor University	Full Time	Changes withdrawn by education provider
Dip HE Operating Department Practice	October 2011	Bangor University	Full Time	Changes withdrawn by education provider
Pg Dip Occupational Therapy	October 2011	Bangor University	Full Time Accelerated	Changes withdrawn by education provider
BSc (Hons) Human Communication – Speech and Language Therapy	October 2011	De Montfort University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Human Communication – Speech and Language Therapy	October 2011	De Montfort University	Part Time	Sufficient evidence of SETs – no visit
BSc (Hons) Occupational Therapy	October 2011	University of Essex	Part Time	Changes withdrawn by education provider
BSc (Hons) Physiotherapy	October 2011	University of Essex	Part Time	Changes withdrawn by education provider
BSc (Hons) Speech and Language Therapy	October 2011	Birmingham City University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Speech and Language Therapy	October 2011	Birmingham City University	Part Time	Sufficient evidence of SETs – no visit
Qualification in Forensic Psychology (Stage 2)	October 2011	British Psychological Society	Flexible	Use annual monitoring process to review changes
BSc (Hons) Occupational	October 2011	University of Cumbria	Full Time	Sufficient evidence of

Therapy				SETs – no visit
BSc (Hons) Occupational Therapy	October 2011	University of Cumbria	Part Time	Sufficient evidence of SETs – no visit
Doctorate in Clinical Psychology (DclinPsych)	October 2011	Queen's University of Belfast	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Physiotherapy	October 2011	University of Huddersfield	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Applied Biomedical Science	October 2011	University of Bradford	Full Time	Changes withdrawn by education provider
BSc (Hons) Healthcare Science – Life Sciences (Blood Science)	October 2011	University of Bradford	Full Time	Use approval process to review changes
BSc (Hons) Healthcare Science – Life Sciences (Cellular Science)	October 2011	University of Bradford	Full Time	Use approval process to review changes
BSc (Hons) Healthcare Science – Life Sciences (Genetics Science)	October 2011	University of Bradford	Full Time	Use approval process to review changes
BSc (Hons) Healthcare Science – Life Sciences (Infection Science)	October 2011	University of Bradford	Full Time	Use approval process to review changes
BSc (Hons) Speech and Language Therapy	November 2011	City University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Occupational Therapy	November 2011	University of Huddersfield	Full Time	Sufficient evidence of SETs – no visit

MSc Nutrition and Dietetics	November 2011	University of Chester	Full Time	Sufficient evidence of SETs – no visit
Pg Dip Nutrition and Dietetics	November 2011	University of Chester	Full Time	Sufficient evidence of SETs – no visit
Diploma of Higher Education Paramedic Science	November 2011	Coventry University	Full Time	Sufficient evidence of SETs – no visit
Pharmacology (PR)	November 2011	Cardiff Metropolitan University	Part Time	Sufficient evidence of SETs – no visit
BSc (Hons) Physiotherapy	November 2011	Sheffield Hallam University	Full Time	Sufficient evidence of SETs – no visit
Diploma in Higher Education in Paramedic Sciences	November 2011	The Open University	Part Time	Sufficient evidence of SETs – no visit
Foundation Degree in Paramedic Science	November 2011	The Open University	Part Time	Sufficient evidence of SETs – no visit
MSc Physiotherapy	November 2011	Northumbria University at Newcastle	Full Time	Use annual monitoring process to review changes
BSc (Hons) Physiotherapy	November 2011	Northumbria University at Newcastle	Full Time	Use annual monitoring process to review changes
BSc (Hons) Occupational Therapy	November 2011	Northumbria University at Newcastle	Full Time	Use annual monitoring process to review changes
Diploma of Higher Education Operating Department	November 2011	Northumbria University at Newcastle	Full Time	Use annual monitoring process to review changes

Practice				
MSc Occupational Therapy (Pre-registration)	November 2011	Northumbria University at Newcastle	Full Time	Use annual monitoring process to review changes
Non-Medical Prescribing (Undergraduate Level)	November 2011	University of Cumbria	Part Time	Sufficient evidence of SETs – no visit
Non-Medical Prescribing (Masters Level)	November 2011	University of Cumbria	Part Time	Sufficient evidence of SETs – no visit
BSc (Hons) Diagnostic Radiography	November 2011	University Campus Suffolk	Full Time	Use annual monitoring process to review changes
BSc (Hons) Oncology and Radiotherapy Technology	November 2011	University Campus Suffolk	Full Time	Use annual monitoring process to review changes
MA Art Psychotherapy	November 2011	Goldsmiths College University of London	Full Time	Sufficient evidence of SETs – no visit
MA Art Psychotherapy	November 2011	Goldsmiths College University of London	Part Time	Sufficient evidence of SETs – no visit
MSc Physiotherapy (Pre-registration)	November 2011	Manchester Metropolitan University	Full Time	Changes withdrawn by education provider
Pg Dip Occupational Therapy	November 2011	Cardiff University (Prifysgol Caerdydd)	Full Time Accelerated	Use annual monitoring process to review changes
Non-Medical Prescribing	November 2011	Swansea University	Part Time	Sufficient evidence of SETs – no visit
DipHE Operating Department Practice	November 2011	Birmingham City University	Full Time	Changes withdrawn by education provider

BSc (Hons) Clinical Language Sciences (Speech and Language Therapy)	November 2011	Leeds Metropolitan University	Full Time	Use annual monitoring process to review changes
Qualification in Counselling Psychology	November 2011	British Psychological Society	Flexible	Use annual monitoring process to review changes
Qualification in Counselling Psychology	November 2011	British Psychological Society	Flexible	Sufficient evidence of SETs – no visit
Qualification in Counselling Psychology	November 2011	British Psychological Society	Flexible	Use annual monitoring process to review changes
Qualification in Forensic Psychology (Stage 2)	November 2011	British Psychological Society	Flexible	Use annual monitoring process to review changes
Masters of Nutrition (MNutr)	December 2011	University of Nottingham	Full Time	Changes withdrawn by education provider
Masters of Nutrition (Mnutr)	December 2011	University of Nottingham	Full Time Accelerated	Changes withdrawn by education provider
DipHE Operating Department Practice	December 2011	Birmingham City University	Full Time	Changes withdrawn by education provider
BSc (Hons) Speech Sciences	December 2011	University College London	Full Time	Changes withdrawn by education provider
MSc Speech and Language Sciences	December 2011	University College London	Full Time	Sufficient evidence of SETs – no visit
Diploma of Higher Education Paramedic	December 2011	Liverpool John Moores University	Full Time	Sufficient evidence of SETs – no visit

Practice				
Diploma of Higher Education Paramedic Practice	December 2011	Liverpool John Moores University	Part Time	Sufficient evidence of SETs – no visit
BSc (Hons) Speech and Language Sciences	December 2011	Newcastle University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Occupational Therapy	December 2011	University of Salford	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Occupational Therapy	December 2011	University of Salford	Part Time	Sufficient evidence of SETs – no visit
BSc (Hons) Physiotherapy	December 2011	University of Salford	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Physiotherapy	December 2011	University of Salford	Part Time	Sufficient evidence of SETs – no visit
BSc (Hons) Diagnostic Radiography	December 2011	University of Salford	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Prosthetics and Orthotics	December 2011	University of Salford	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Podiatry	December 2011	University of Salford	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Podiatry	December 2011	University of Salford	Part Time	Sufficient evidence of SETs – no visit
BSc (Hons) Diagnostic Imaging	December 2011	Glasgow Caledonian University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Radiotherapy and Oncology	December 2011	Glasgow Caledonian University	Full Time	Sufficient evidence of SETs – no visit

Doctor of Educational and Child Psychology (DEdCPsy)	December 2011	University of Sheffield	Full Time	Use approval process to review changes
BSc (Hons) Diagnostic Radiography	December 2011	The Robert Gordon University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Occupational Therapy	December 2011	University of Southampton	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Occupational Therapy	December 2011	University of Southampton	Part Time	Sufficient evidence of SETs – no visit
BSc (Hons) Podiatry	December 2011	University of Southampton	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Physiotherapy	December 2011	University of Brighton	Full Time	Changes withdrawn by education provider
Non-Medical Prescribing V300 programme (Level 7)	December 2011	University of Worcester	Part Time	Use annual monitoring process to review changes
Non-Medical Prescribing V300 programme (Level 6)	December 2011	University of Worcester	Part Time	Use annual monitoring process to review changes
BSc (Hons) Physiotherapy	December 2011	University of Brighton	Full Time	Changes withdrawn by education provider
BSc (Hons) Applied Biomedical Science	December 2011	Liverpool John Moores University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Applied Biomedical Science	December 2011	Liverpool John Moores University	Part Time	Sufficient evidence of SETs – no visit
FdSc Paramedic Emergency	December 2011	Oxford Brookes University	Mixed Mode	Sufficient evidence of SETs – no

Care				visit
FdSc Paramedic Emergency Care	December 2011	Oxford Brookes University	Part Time	Sufficient evidence of SETs – no visit
FdSc Paramedic Emergency Care	December 2011	Oxford Brookes University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Occupational Therapy	December 2011	University of Derby	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Occupational Therapy	December 2011	University of Derby	Part Time	Sufficient evidence of SETs – no visit
BSc (Hons) Podiatry	December 2011	Cardiff Metropolitan University	Full Time	Use annual monitoring process to review changes
BSc (Hons) Podiatry	December 2011	Cardiff Metropolitan University	Full Time	Use annual monitoring process to review changes
BSc (Hons) Podiatry	December 2011	Cardiff Metropolitan University	Full Time	Use annual monitoring process to review changes
Dip HE Operating Department Practice	January 2012	University of Surrey	Full Time	Sufficient evidence of SETs – no visit
MSc Occupational Therapy (Pre-registration)	January 2012	Brunel University	Full Time	Use annual monitoring process to review changes
BSc (Hons) Occupational Therapy	January 2012	University of Plymouth	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Occupational Therapy	January 2012	University of Plymouth	Part Time	Sufficient evidence of SETs – no visit

Prescribing for Health Care Professionals (M Level)	January 2012	De Montfort University	Part Time	Changes withdrawn by education provider
Prescribing for Health Care Professionals (Level 3)	January 2012	De Montfort University	Part Time	Changes withdrawn by education provider
Post Graduate Diploma in Health Psychology (Professional Practice)	January 2012	University of the West of England, Bristol	Part Time	Sufficient evidence of SETs – no visit
Professional Doctorate in Health Psychology	January 2012	University of the West of England, Bristol	Part Time	Sufficient evidence of SETs – no visit
BSc (Hons) Biomedical Sciences (Integrated)	January 2012	University of Abertay Dundee	Full Time	Use annual monitoring process to review changes
BSc (Hons) Applied Biomedical Science	January 2012	University of Abertay Dundee	Full Time	Use annual monitoring process to review changes
DipHE Operating Department Practice	January 2012	University of West London	Full Time	Changes withdrawn by education provider
BSc (Hons) Physiotherapy	January 2012	University of Plymouth	Full Time	Use annual monitoring process to review changes
MSc Language Pathology	January 2012	Newcastle University	Full Time	Sufficient evidence of SETs – no visit
MA Art Therapy	January 2012	University of Hertfordshire	Full Time	Sufficient evidence of SETs – no visit
MA Art Therapy	January 2012	University of Hertfordshire	Part Time	Sufficient evidence of SETs – no visit
BSc (Hons)	January 2012	University of	Full Time	Sufficient

Physiotherapy		Huddersfield		evidence of SETs – no visit
BSc (Hons) Occupational Therapy	January 2012	University of Liverpool	Full Time	Use annual monitoring process to review changes
BSc (Hons) Occupational Therapy	January 2012	University of the West of England, Bristol	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Physiotherapy	January 2012	University of the West of England, Bristol	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Diagnostic Radiography	February 2012	Bangor University	Full Time	Insufficient evidence of SETs – visit required
Doctorate in Clinical Psychology (DClinPsy)	February 2012	Institute of Psychiatry, King's College London	Full Time	Use annual monitoring process to review changes
Non-Medical Independent and Supplementary Prescribing (v300)	February 2012	University Campus Suffolk	Part Time	Use annual monitoring process to review changes
BSc (Hons) Biomedical Science with DPP (Pathology)	February 2012	University of Ulster	Full Time	Use annual monitoring process to review changes
BSc (Hons) Occupational Therapy	February 2012	Glyndwr University	Part Time	Sufficient evidence of SETs – no visit
BSc (Hons) Physiotherapy	February 2012	University of Brighton	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Podiatry	February 2012	University of Brighton	Full Time	Changes withdrawn by education provider
BSc (Hons) Occupational	February 2012	Cardiff University	Full Time	Sufficient evidence of

Therapy		(Prifysgol Caerdydd)		SETs – no visit
BSc (Hons) Occupational Therapy	February 2012	Cardiff University (Prifysgol Caerdydd)	Part Time	Sufficient evidence of SETs – no visit
BSc (Hons) Occupational Therapy	February 2012	University of Huddersfield	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Speech Pathology and Therapy	February 2012	Manchester Metropolitan University	Full Time	Sufficient evidence of SETs – no visit
MSc in Physiotherapy (Pre-registration)	February 2012	King's College London	Full Time	Use annual monitoring process to review changes
BSc (Hons) Diagnostic Radiography	February 2012	University of Liverpool	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Radiotherapy	February 2012	University of Liverpool	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Psychology and Speech Pathology	February 2012	Manchester Metropolitan University	Full Time	Sufficient evidence of SETs – no visit
MSc Occupational Therapy (Pre-registration)	February 2012	Brunel University	Full Time	Use annual monitoring process to review changes
Pg Dip Radiotherapy and Oncology in Practice	February 2012	Sheffield Hallam University	Full Time	Changes withdrawn by education provider
BSc (Hons) Applied Biomedical Science	February 2012	Manchester Metropolitan University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Applied Biomedical Science	February 2012	Manchester Metropolitan University	Part Time	Sufficient evidence of SETs – no visit
BSc (Hons) Healthcare	February 2012	Manchester Metropolitan	Full Time	Use approval

Sciences – Life Sciences (Blood Sciences)		University		process to review changes
BSc (Hons) Healthcare Sciences – Life Sciences (Blood Sciences)	February 2012	Manchester Metropolitan University	Part Time	Changes withdrawn by education provider
BSc (Hons) Healthcare Sciences – Life Sciences (Cellular Sciences)	February 2012	Manchester Metropolitan University	Full Time	Use approval process to review changes
BSc (Hons) Healthcare Sciences – Life Sciences (Cellular Sciences)	February 2012	Manchester Metropolitan University	Part Time	Changes withdrawn by education provider
BSc (Hons) Healthcare Sciences – Life Sciences (Genetic Sciences)	February 2012	Manchester Metropolitan University	Full Time	Use approval process to review changes
BSc (Hons) Healthcare Sciences – Life Sciences (Genetic Sciences)	February 2012	Manchester Metropolitan University	Part Time	Changes withdrawn by education provider
BSc (Hons) Healthcare Sciences – Life Sciences (Infection Sciences)	February 2012	Manchester Metropolitan University	Full Time	Use approval process to review changes
BSc (Hons) Healthcare Sciences – Life Sciences (Infection Sciences)	February 2012	Manchester Metropolitan University	Part Time	Changes withdrawn by education provider
BSc (Hons) Applied Biomedical Sciences	February 2012	University of Westminster	Part Time	Sufficient evidence of SETs – no visit

BSc (Hons) Diagnostic Radiography	February 2012	University of Derby	Full Time	Changes withdrawn by education provider
BSc (Hons) Occupational Therapy	February 2012	University of Derby	Full Time	Changes withdrawn by education provider
BSc (Hons) Occupational Therapy	February 2012	University of Derby	Part Time	Changes withdrawn by education provider
MA Art Therapy	February 2012	University of Derby	Full Time	Changes withdrawn by education provider
MA Dramatherapy	February 2012	University of Derby	Full Time	Changes withdrawn by education provider
BSc (Hons) Applied Biomedical Science	February 2012	Cardiff Metropolitan University	Full Time	Use annual monitoring process to review changes
BSc (Hons) Applied Biomedical Science	February 2012	Cardiff Metropolitan University	Part Time	Use annual monitoring process to review changes
BSc (Hons) Human Nutrition and Dietetics	February 2012	Cardiff Metropolitan University	Full Time	Use annual monitoring process to review changes
BSc (Hons) Speech and Language Therapy	February 2012	Cardiff Metropolitan University	Full Time	Use annual monitoring process to review changes
MSc Occupational Therapy	February 2012	University of Derby	Full Time	Changes withdrawn by education provider
Post Graduate Diploma in Practitioner Forensic Psychology	February 2012	Cardiff Metropolitan University	Full Time	Use annual monitoring process to review changes

Post Graduate Diploma in Practitioner Forensic Psychology	February 2012	Cardiff Metropolitan University	Part Time	Use annual monitoring process to review changes
Post Graduate Certificate in Practitioner Health Psychology	February 2012	Cardiff Metropolitan University	Full Time	Use annual monitoring process to review changes
Post Graduate Certificate in Practitioner Health Psychology	February 2012	Cardiff Metropolitan University	Part Time	Use annual monitoring process to review changes
Foundation Degree in Hearing Aid Audiology	February 2012	Mary Hare	Full Time	Use approval process to review changes
Higher National Diploma Hearing Aid Audiology	February 2012	Mary Hare	Full Time	Use approval process to review changes
M Biomed Sci	February 2012	University of Hull	Full Time	Changes withdrawn by education provider
BSc (Hons) Diagnostic Radiography	February 2012	Canterbury Christ Church University	Full Time	Changes withdrawn by education provider
DipHE Operating Department Practice	February 2012	University of Huddersfield	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Diagnostic Radiography	February 2012	The Robert Gordon University	Full Time	Use approval process to review changes
BSc (Hons) Applied Biomedical Science	February 2012	University of Sunderland	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Podiatry	March 2012	University of Ulster	Full Time	Use annual monitoring process to review

				changes
Pharmacology (PR)	March 2012	Cardiff Metropolitan University	Part Time	Use annual monitoring process to review changes
BSc (Hons) Dietetics	March 2012	University of Plymouth	Full Time	Use annual monitoring process to review changes
Doctorate in Clinical Psychology (DClinPsychol)	March 2012	Newcastle University	Full Time	Use approval process to review changes
Doctorate in Clinical Psychology (PsychD)	March 2012	University of Surrey	Full Time	Sufficient evidence of SETs – no visit
Dip HE Operating Department Practice	March 2012	Bangor University	Full Time	Use annual monitoring process to review changes
BSc (Hons) Applied Biomedical Science	March 2012	University of Sunderland	Full Time	Use approval process to review changes
BSc (Hons) Occupational Therapy	March 2012	Canterbury Christ Church University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Diagnostic Radiography	March 2012	Canterbury Christ Church University	Full Time	Sufficient evidence of SETs – no visit
DipHE Operating Department Practice	March 2012	Canterbury Christ Church University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Operating Department Practice	March 2012	Canterbury Christ Church University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Paramedic Science	March 2012	Canterbury Christ Church University	Full Time	Use annual monitoring process to

				review changes
Advanced Certificate Non Medical Prescribing	March 2012	University of Central Lancashire	Part Time	Sufficient evidence of SETs – no visit
Non–Medical Prescribing (Undergraduate Level)	March 2012	University of Cumbria	Part Time	Sufficient evidence of SETs – no visit
Non-Medical Prescribing (Masters Level)	March 2012	University of Cumbria	Part Time	Sufficient evidence of SETs – no visit
BSc (Hons) Physiotherapy	March 2012	Cardiff University (Prifysgol Caerdydd)	Full Time	Use annual monitoring process to review changes
MSc Dietetics	March 2012	Cardiff Metropolitan University	Full Time	Use annual monitoring process to review changes
Pg Dip Dietetics	March 2012	Cardiff Metropolitan University	Full Time	Use annual monitoring process to review changes
BSc (Hons) Physiotherapy	March 2012	University of East London	Full Time	Changes withdrawn by education provider
MSc Language Pathology	March 2012	Newcastle University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Speech and Language Sciences	March 2012	Newcastle University	Full Time	Sufficient evidence of SETs – no visit
Professional Certificate (Practice Certificate in Supplementary Prescribing for AHPs at level 7)	March 2012	Glyndwr University	Part Time	Sufficient evidence of SETs – no visit
Professional	March 2012	Glyndwr	Part Time	Sufficient

Certificate (Practice Certificate in Supplementary Prescribing for AHPs at level 6)		University		evidence of SETs – no visit
BSc (Hons) Occupational Therapy	March 2012	Glyndwr University	Part Time	Use annual monitoring process to review changes
BSc (Hons) Podiatry	March 2012	University of Brighton	Full Time	Sufficient evidence of SETs – no visit
MSc Physiotherapy (Pre-registration)	March 2012	Manchester Metropolitan University	Full Time	Sufficient evidence of SETs – no visit
Non-Medical Prescribing (level 3)	April 2012	Anglia Ruskin University	Part Time	Sufficient evidence of SETs – no visit
Advanced Non-Medical Prescribing (level 4)	April 2012	Anglia Ruskin University	Part Time	Sufficient evidence of SETs – no visit
Dip HE Operating Department Practice	April 2012	Bangor University	Full Time	Sufficient evidence of SETs – no visit
DipHE Operating Department Practice	April 2012	University of East Anglia	Full Time	Sufficient evidence of SETs – no visit
Pg Dip Occupational Therapy	April 2012	Bangor University	Full Time Accelerated	Insufficient evidence of SETs – Visit required
BSc (Hons) in Occupational Therapy (Ageing and Well-being)	April 2012	Glasgow Caledonian University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) in Occupational Therapy (Psychosocial Interventions)	April 2012	Glasgow Caledonian University	Full Time	Sufficient evidence of SETs – no visit

BSc (Hons) in Occupational Therapy (Work Practice)	April 2012	Glasgow Caledonian University	Full Time	Sufficient evidence of SETs – no visit
Foundation Degree in Professional Development in Paramedic Science	April 2012	Staffordshire University	Full Time	Pending – eventual outcome of sufficient evidence of SETs – no visit
MSc Occupational Therapy (Pre-registration)	April 2012	Glasgow Caledonian University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Occupational Therapy	April 2012	Glasgow Caledonian University	Full Time	Sufficient evidence of SETs – no visit
Independent and supplementary prescribing: prescribing in practice – Allied Health Professions	April 2012	University of Southampton	Part Time	Use annual monitoring process to review changes
Non-Medical Prescribing	April 2012	University of Stirling	Part Time	Changes withdrawn by education provider
Postgraduate Certificate in Non-Medical Prescribing	April 2012	Cardiff University (Prifysgol Caerdydd)	Part Time	Sufficient evidence of SETs – no visit
BSc (Hons) in Occupational Therapy (Ageing and Well-being)	April 2012	Glasgow Caledonian University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) in Occupational Therapy (Psychosocial Interventions)	April 2012	Glasgow Caledonian University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) in Occupational Therapy (Work Practice)	April 2012	Glasgow Caledonian University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons)	April 2012	Glasgow	Full Time	Sufficient

Radiotherapy and Oncology		Caledonian University		evidence of SETs – no visit
BSc (Hons) Diagnostic Imaging	April 2012	Glasgow Caledonian University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Occupational Therapy	April 2012	Glasgow Caledonian University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Podiatry	April 2012	Glasgow Caledonian University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Physiotherapy	April 2012	Glasgow Caledonian University	Full Time	Sufficient evidence of SETs – no visit
Dip HE Operating Department Practice	April 2012	Oxford Brookes University	Full Time	Changes withdrawn by education provider
Dip HE Operating Department Practice	April 2012	Oxford Brookes University	Part Time	Changes withdrawn by education provider
Dip HE Operating Department Practice	April 2012	University of Portsmouth	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Physiotherapy	April 2012	King's College London	Full Time	Use annual monitoring process to review changes
MSc in Physiotherapy (Pre-registration)	April 2012	King's College London	Full Time	Use annual monitoring process to review changes
BSc (Hons) Paramedic Practice	April 2012	University of Surrey	Full Time	Sufficient evidence of SETs – no visit
MSc Physiotherapy (Pre-registration)	May 2012	Glasgow Caledonian University	Full Time	Sufficient evidence of SETs – no visit
MSc	May 2012	Glasgow	Full Time	Sufficient

Occupational Therapy (Pre-registration)		Caledonian University		evidence of SETs – no visit
BSc (Hons) Diagnostic Radiography	May 2012	Sheffield Hallam University	Full Time	Sufficient evidence of SETs – no visit
Diploma of Higher Education Paramedic Practice	May 2012	Sheffield Hallam University	Full Time	Use annual monitoring process to review changes
Non-Medical Prescribing (HE6)	May 2012	The University of Bolton	Part Time	Sufficient evidence of SETs – no visit
Non-Medical Prescribing (HE7)	May 2012	The University of Bolton	Part Time	Sufficient evidence of SETs – no visit
MSc Speech and Language Therapy (pre registration)	May 2012	University of Essex	Full Time Accelerated	Use approval process to review changes
MSc Physiotherapy (pre registration)	May 2012	University of Essex	Full Time	Use approval process to review changes
MA Dramatherapy	May 2012	Roehampton University	Full Time	Pending – eventual outcome of sufficient evidence of SETs – no visit
BSc (Hons) Physiotherapy	May 2012	Brunel University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Physiotherapy	May 2012	Brunel University	Part Time	Sufficient evidence of SETs – no visit
MSc Nutrition and Dietetics	May 2012	University of Chester	Full Time	Sufficient evidence of SETs – no visit
Pg Dip Nutrition	May 2012	University of	Full Time	Sufficient

and Dietetics		Chester		evidence of SETs – no visit
MSc Occupational Therapy	May 2012	University of Derby	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Diagnostic Radiography	May 2012	University of Derby	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Occupational Therapy	May 2012	University of Derby	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Occupational Therapy	May 2012	University of Derby	Part Time	Sufficient evidence of SETs – no visit
MA Art Therapy	May 2012	University of Derby	Full Time	Sufficient evidence of SETs – no visit
MA Dramatherapy	May 2012	University of Derby	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Occupational Therapy	May 2012	University of Plymouth	Full Time	Changes withdrawn by education provider
BSc (Hons) Occupational Therapy	May 2012	University of Plymouth	Part Time	Changes withdrawn by education provider
BSc (Hons) Dietetics	May 2012	University of Plymouth	Full Time	Changes withdrawn by education provider
BSc (Hons) Podiatry	May 2012	University of Plymouth	Full Time	Changes withdrawn by education provider
BSc (Hons) Physiotherapy	May 2012	University of Plymouth	Full Time	Changes withdrawn by education provider
BSc (Hons) Paramedic Practitioner	May 2012	University of Plymouth	Full Time	Changes withdrawn by education

(Community Emergency Health)				provider
Graduate Diploma Paramedic Practitioner (Community Emergency Health)	May 2012	University of Plymouth	Full Time	Changes withdrawn by education provider
Graduate Diploma Paramedic Practitioner (Community Emergency Health)	May 2012	University of Plymouth	Part Time	Changes withdrawn by education provider
DipHE Operating Department Practice	May 2012	University of Plymouth	Full Time	Use approval process to review changes
BSc (Hons) Paramedic Practitioner (Community Emergency Health)	May 2012	University of Plymouth	Part Time	Changes withdrawn by education provider
BSc (Hons) Nutrition and Dietetics	May 2012	The Robert Gordon University	Full Time	Sufficient evidence of SETs – no visit
Pg Dip Radiotherapy and Oncology in Practice	May 2012	Sheffield Hallam University	Full Time	Sufficient evidence of SETs – no visit
IHCD Paramedic Award	May 2012	Welsh Ambulance Services NHS Trust	Full Time	Use annual monitoring process to review changes
BSc (Hons) Radiotherapy and Oncology	May 2012	Sheffield Hallam University	Full Time	Sufficient evidence of SETs – no visit
Professional Doctorate in Health Psychology	May 2012	London Metropolitan University	Full Time	Sufficient evidence of SETs – no visit
Professional	May 2012	London	Part Time	Sufficient

Doctorate in Health Psychology		Metropolitan University		evidence of SETs – no visit
DipHE Operating Department Practice	May 2012	Birmingham City University	Full Time	Sufficient evidence of SETs – no visit
DipHE Operating Department Practice	May 2012	University of West London	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Speech and Language Therapy	May 2012	Birmingham City University	Full Time	Use annual monitoring process to review changes
BSc (Hons) Speech and Language Therapy	May 2012	Birmingham City University	Part Time	Use annual monitoring process to review changes
BSc (Hons) Diagnostic Radiography	May 2012	University Campus Suffolk	Full Time	Sufficient evidence of SETs – no visit
Doctorate in Clinical Psychology (DclinPsy)	May 2012	University of Lincoln	Full Time	Pending – eventual outcome of sufficient evidence of SETs – no visit
Doctorate in Clinical Psychology (DclinPsy)	May 2012	University of Nottingham	Full Time	Pending – eventual outcome of sufficient evidence of SETs – no visit
Certificate of Attainment	June 2012	Association of Clinical Scientists	Flexible	Pending – eventual outcome of sufficient evidence of SETs – no visit
Non-Medical Prescribing	June 2012	Manchester Metropolitan University	Part Time	Sufficient evidence of SETs – no visit

Qualification in Health Psychology (Stage 2)	June 2012	British Psychological Society	Flexible	Changes withdrawn by education provider
BSc (Hons) Physiotherapy	July 2012	St George's, University of London	Full Time	Changes withdrawn by education provider
Pg Dip Occupational Therapy	July 2012	London South Bank University	Full Time	Use annual monitoring process to review changes
Pg Dip Occupational Therapy	July 2012	London South Bank University	Full Time	Use annual monitoring process to review changes
Foundation Degree in Paramedic Science	July 2012	Staffordshire University	Full Time	Pending – eventual outcome of sufficient evidence of SETs – no visit
BSc (Hons) Speech and Language Therapy	July 2012	University of East Anglia	Full Time	Pending – eventual outcome of sufficient evidence of SETs – no visit
MSc Diagnostic Radiography (Pre-registration)	July 2012	The Robert Gordon University	Full Time	Sufficient evidence of SETs – no visit
Post Graduate Diploma Diagnostic Radiography (Pre-registration)	July 2012	The Robert Gordon University	Full Time	Sufficient evidence of SETs – no visit
Post Graduate Diploma in Practitioner Forensic Psychology	July 2012	Cardiff Metropolitan University	Full Time	Use annual monitoring process to review changes
Post Graduate Diploma in Practitioner	July 2012	Cardiff Metropolitan University	Part Time	Use annual monitoring process to

Forensic Psychology				review changes
Post Graduate Certificate in Practitioner Health Psychology	July 2012	Cardiff Metropolitan University	Full Time	Use annual monitoring process to review changes
Post Graduate Certificate in Practitioner Health Psychology	July 2012	Cardiff Metropolitan University	Part Time	Use annual monitoring process to review changes
Diploma of Higher Education Paramedic Practice	July 2012	Liverpool John Moores University	Full Time	Use approval process to review changes
Diploma of Higher Education Paramedic Practice	July 2012	Liverpool John Moores University	Part Time	Use approval process to review changes
Certificate of Higher Education in Emergency Medical Care (incorporating the IHCD paramedic award)	July 2012	East of England Ambulance Service NHS Trust	Part Time	Sufficient evidence of SETs – no visit
DipHE Operating Department Practice	July 2012	University of Huddersfield	Full Time	Use annual monitoring process to review changes
BSc (Hons) Audiology	July 2012	Swansea University	Full Time	Use approval process to review changes
BSc (Hons) Diagnostic Imaging	July 2012	Glasgow Caledonian University	Full Time	Use annual monitoring process to review changes
BSc (Hons) Applied Biomedical Science	July 2012	University of Sunderland	Full Time	Changes withdrawn by education provider

BSc (Hons) Healthcare Science (Blood Science)	July 2012	University of Sunderland	Full Time	Use approval process to review changes
BSc (Hons) Healthcare Science (Cellular Science)	July 2012	University of Sunderland	Full Time	Use approval process to review changes
BSc (Hons) Healthcare Science (Genetic Science)	July 2012	University of Sunderland	Full Time	Use approval process to review changes
BSc (Hons) Healthcare Science (Infection Science)	July 2012	University of Sunderland	Full Time	Use approval process to review changes
BSc (Hons) Physiotherapy	July 2012	University of East Anglia	Full Time	Changes withdrawn by education provider
Non-Medical Prescribing (HE6)	July 2012	The University of Bolton	Part Time	Pending – eventual outcome of sufficient evidence of SETs – no visit
Non-Medical Prescribing (HE7)	July 2012	The University of Bolton	Part Time	Pending – eventual outcome of sufficient evidence of SETs – no visit
BSc (Hons) Physiotherapy	July 2012	University of East Anglia	Full Time	Changes withdrawn by education provider
BSc (Hons) Physiotherapy	July 2012	University of East London	Full Time	Pending – eventual outcome of sufficient evidence of SETs – no visit

BSc (Hons) Speech and Language Therapy	July 2012	Queen Margaret University	Full Time	Changes withdrawn by education provider
BSc (Hons) Occupational Therapy	July 2012	University of East Anglia	Full Time	Changes withdrawn by education provider
BSc (Hons) Podiatry	August 2012	Glasgow Caledonian University	Full Time	Pending – eventual outcome of sufficient evidence of SETs – no visit
BSc (Hons) Physiotherapy	August 2012	University of Brighton	Full Time	Pending – eventual outcome of sufficient evidence of SETs – no visit
BSc (Hons) Occupational Therapy	August 2012	University of Liverpool	Full Time	Changes withdrawn by education provider
BSc (Hons) Nutrition and Dietetics	August 2012	King's College London	Full Time	Pending – eventual outcome of sufficient evidence of SETs – no visit
BSc (Hons) Occupational Therapy	August 2012	Cardiff University (Prifysgol Caerdydd)	Full Time	Pending – eventual outcome of sufficient evidence of SETs – no visit
BSc (Hons) Physiotherapy	August 2012	Cardiff University (Prifysgol Caerdydd)	Full Time	Pending – eventual outcome of sufficient evidence of SETs – no visit
BSc (Hons) Orthoptics	August 2012	University of Liverpool	Full Time	Changes withdrawn by education

				provider
Pg Dip Radiotherapy and Oncology in Practice	August 2012	Sheffield Hallam University	Full Time	Pending – eventual outcome of sufficient evidence of SETs – no visit
BSc (Hons) Applied Biomedical Science	August 2012	Aston University	Full Time	Pending – eventual outcome of sufficient evidence of SETs – no visit
BSc (Hons) Dietetics	August 2012	Coventry University	Full Time	Pending – eventual outcome of sufficient evidence of SETs – no visit
Prescribing for Health Care Professionals (M Level)	August 2012	De Montfort University	Part Time	Pending – eventual outcome of sufficient evidence of SETs – no visit
Prescribing for Health Care Professionals (Level 3)	August 2012	De Montfort University	Part Time	Pending – eventual outcome of sufficient evidence of SETs – no visit
BSc (Hons) Physiotherapy	August 2012	Sheffield Hallam University	Full Time	Pending – eventual outcome of sufficient evidence of SETs – no visit

Protected titles

The titles below are protected by law. Anyone using one of these titles must be registered with the HCPC, or they may be subject to prosecution and a fine of up to £5,000. This information was correct at the time this report was written. Please see our website for an up-to-date list.

Profession	Protected title
Arts therapists	Art psychotherapist Art therapist Dramatherapist Music therapist
Biomedical scientists	Biomedical scientist
Chiropodists / podiatrists	Chiropodist Podiatrist
Clinical scientists	Clinical scientist
Dietitians	Dietician Dietitian
Hearing aid dispenser	Hearing aid dispenser
Occupational therapists	Occupational therapist
Operating department practitioners	Operating department practitioner
Orthoptists	Orthoptist
Paramedics	Paramedic
Physiotherapists	Physical therapist Physiotherapist
Practitioner psychologists	Practitioner psychologist Registered psychologist Clinical psychologist Counselling psychologist Educational psychologist Forensic psychologist Health psychologist Occupational psychologist Sport and exercise psychologist
Prosthetists / orthotists	Orthotist Prosthetist
Radiographers	Diagnostic radiographer Radiographer Therapeutic radiographer
Social workers in England	Social worker
Speech and language therapists	Speech and language therapist Speech therapist