

Education and Training Committee – 6 March 2014

Education annual report 2013

Executive summary and recommendations

Introduction

The eighth Education annual report covers the period 1 September 2012 to 31 August 2013 and presents statistical information relating to the approval and monitoring processes.

The purpose of bringing these reports to this Education and Training Committee is to provide a formal opportunity for the Education and Training Committee to review and approve the reports prior to publication. Additionally, members of the Committee are encouraged to assess the information provided in the document to assist in identifying areas that may become projects in future Education Department work plans.

Decision

The Committee is asked to approve the Education annual report 2013 for publication subject to minor editorial amendments. Legal scrutiny has already been sought and provided.

Background information

None

Resource implications

Resource implications for the Education and Communications Departments have been accounted for in departmental work plans.

Financial implications

Costs associated for publication and distribution have been accounted for in the Education Department budget 2013-14.

Appendices

Education annual report 2013

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Foreword

Welcome to the eighth Education annual report of the Health and Care Professions Council (HCPC). This report covers the period 1 September 2012 to 31 August 2013.

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 2012–13 academic year has seen the Education Department's workload increase once again. We carried out the first year of our scheduled approval visits to programmes for social workers in England following the opening of the Register to this group on 1 August 2012. A new standard of education and training about service user and carer involvement in education and training programmes was also introduced. In 2012–13 the Department also rolled out two new sets of standards. The approval criteria for approved mental health professional (AMHP) programmes in England and the standards for prescribing, used to assess supplementary and independent prescribing programmes, have been produced in preparation for the schedule of activities with these post-registration entitlements in 2013–14. 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 provides:

- 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.

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.

TBC
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 knowledge, skills and behaviour. 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 knowledge, skills, conduct, performance and ethics 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. Visitors work as agents of the HCPC (and not employees) and provide the expertise the Education and Training Committee need for its 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 programmes in local anaesthetics and prescription-only medicine for chiropodists / podiatrists and supplementary prescribing for chiropodists / podiatrists, physiotherapists and radiographers. Following changes to legislation in August 2013, we now also approve independent prescribing programmes for chiropodists / podiatrists, physiotherapists and radiographers. For people who successfully complete these programmes, we will make a note on the Register known as an 'annotation'.

We also approve programmes for approved mental health professionals (AMHP) in England following the transfer of a number of regulatory functions from the General Social Care Council (GSCC) when the HCPC became the statutory regulator for social workers in England from 1 August 2012. 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 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 is made up of two types of work each year. The first type 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 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 us visiting 72 social work pre-registration programmes at 20 education providers this year.

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 2012–13 academic year there were 954 approved programmes with individuals enrolled and yet to complete their studies. At the end of 2012–13, 896 programmes were approved and began to take on students.

Over the year, 66 programmes were approved or opened whilst 124 approved programmes were closed after all students completed their studies. This figure is significantly higher than last year when only 13 programmes closed. These figures will not necessarily match the numbers of approval visits undertaken in the 2011–12 or 2012–13 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.

The number of programmes closed in 2012–13 is high for several reasons. Firstly, a number of programmes for social workers in England closed post transfer as education providers considered their social work provision as a whole. More information on these specific programme closures can be found later in this report. Secondly, there were high numbers of closures for biomedical scientist and hearing aid dispenser programmes as a result of the Modernising Scientific Careers (MSC) initiative. Generally, these programmes were closed and then replaced by another programme or suite of programmes. For example, eight biomedical scientist programmes closed, but thirteen were approved, leading to a ten per cent increase in the number of approved biomedical scientist programmes.

Ten supplementary prescribing programmes also closed, mainly in anticipation of the HCPC approving independent prescribing programmes for chiropodists / podiatrists

and physiotherapists following the proposed change in legislation which was passed in August 2013. We originally anticipated that we would begin to engage with independent prescribing programmes via our approval process this year, but due to a delay in legislation being passed this did not happen. Therefore, we expect to engage with these programmes in the 2013–14 academic year.

In recent years, we have seen a slower pace of closure of programmes compared to the relatively rapid pace of new programmes becoming approved and taking on new students. However, programme closures in 2012–13 outnumbered the number of new programmes which were approved. Similarly to 2010–11, this has coincided with activities focused on programme closures as we have worked with education providers to identify on-going social work programme provision since the transfer. We will continue to monitor approved programme numbers in future years to see if there is a similar impact following the introduction of other new professions or entitlements.

As we have seen with the biomedical scientist and hearing aid dispenser programmes above, existing programmes are often closed in response to a new programme being introduced. However, programme closure is associated with the duration of a programme, 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 continue to undertake monitoring of programmes until all individuals have completed the programme, transferred to a new provision or withdrawn from the programme, which means that withdrawal of approval can be a lengthy process.

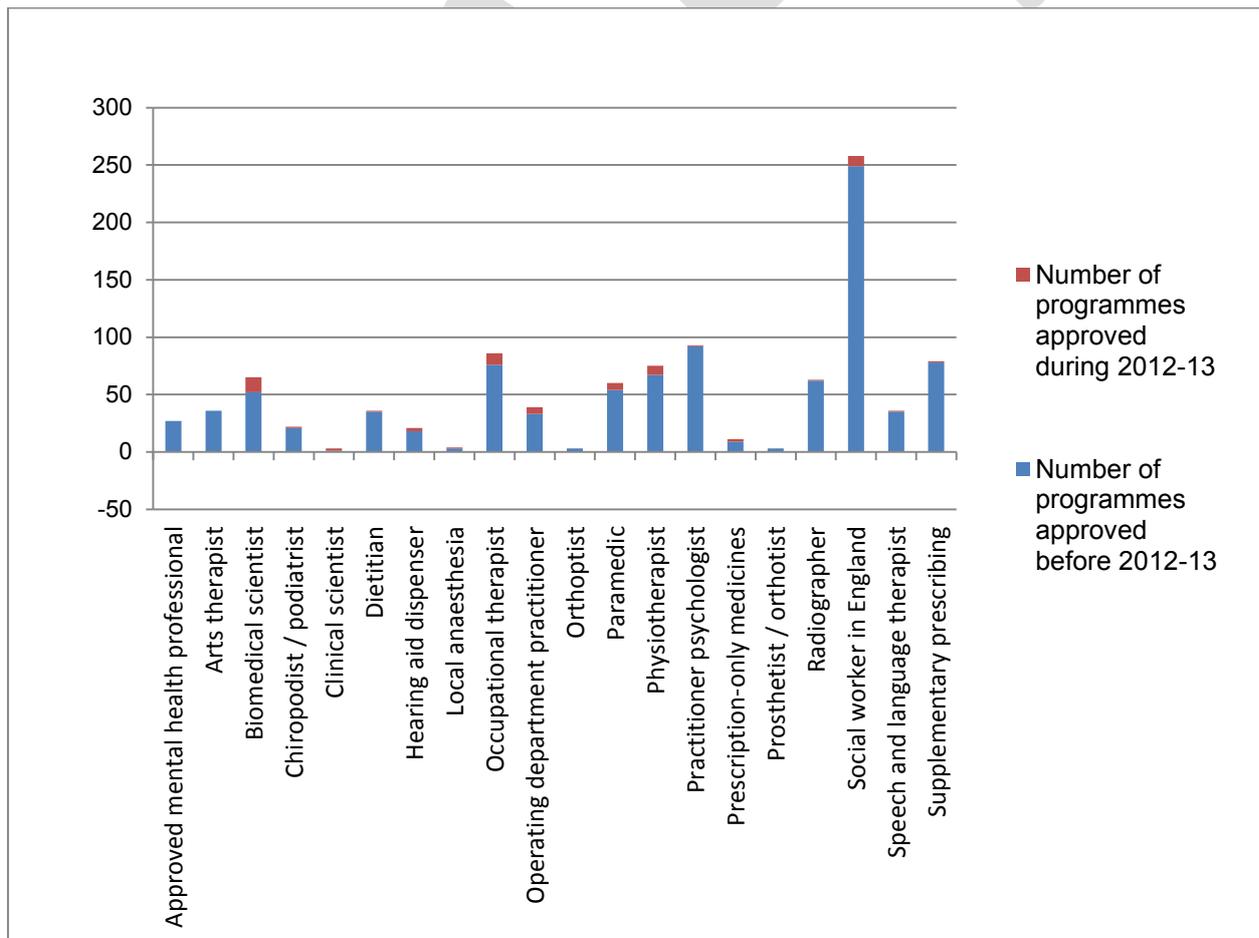
In contrast, another reason for the increase in programme closures in 2012–13, is that many programmes which have informed us of their intent to close their provision over the last few years have had their last throughput of students, and can therefore be considered as fully closed.

Table 1 Number of programmes approved and open before, during and at the end of 2012–13, by profession / entitlement

Profession	Number of programmes approved before 2012–13	Number of new programmes approved during 2012–13	Number of programmes approved at the end of 2012–13
Approved mental health professional	27	0	27
Arts therapist	36	0	29
Biomedical scientist	52	13	57
Chiropodist / podiatrist	21	1	18
Clinical scientist	1	2	3
Dietitian	35	1	32
Hearing aid dispenser	18	3	18
Local anaesthesia	3	1	4
Occupational therapist	76	10	75
Operating department	33	6	34

practitioner			
Orthoptist	3	0	3
Paramedic	54	6	49
Physiotherapist	67	8	67
Practitioner psychologist	92	1	92
Prescription-only medicines	9	2	10
Prosthetist / orthotist	3	0	3
Radiographer	62	1	54
Social worker in England	249	9	220
Speech and language therapist	35	1	32
Supplementary prescribing	78	1	69
Total	954	66	896

Graph 1 Number of programmes approved and open, before and during 2012–13, by profession / entitlement



We approved 66 new programmes this year, compared to 49 new programmes in 2011–12. Of these 66 new programmes, 20 were programmes for social workers in England. Therefore, new programme generation across our existing professions this

year was broadly consistent with 2011–12. There were also 52 transitionally approved programmes for social workers in England that received open-ended approval in 2012–13.

The overall profile of programmes across professions has remained consistent this year when compared to 2011–12. As anticipated in previous annual reports, the number of paramedic programmes delivered in or in conjunction with higher education institutions at BSc (Hons) level has increased this year. However, paramedic programme numbers have decreased overall as education providers decide to close existing approved programmes delivered at lower academic levels. We are expecting this upward trend in paramedic programmes delivered at BSc (Hons) level to continue, and will continue to analyse findings in future reports.

Statistically, there has also been a significant increase in clinical scientist programmes this year, but this is due to two new programmes being approved and increasing the total number of clinical scientist programmes from one to three. A further local anaesthesia programme and prescription only medicines programme were also approved this year, which increases the percentage of programme numbers for these post-registration entitlements significantly for the same reason. As noted above, there was also an overall increase of biomedical scientist programmes because of the Modernising Scientific Careers initiative.

Whilst we have seen a clear reason for the reduction in supplementary prescribing programmes and programmes for social workers in England, it is unclear why there was also a reduction in the number of arts therapist, chiropodist / podiatrist and radiographer programmes.

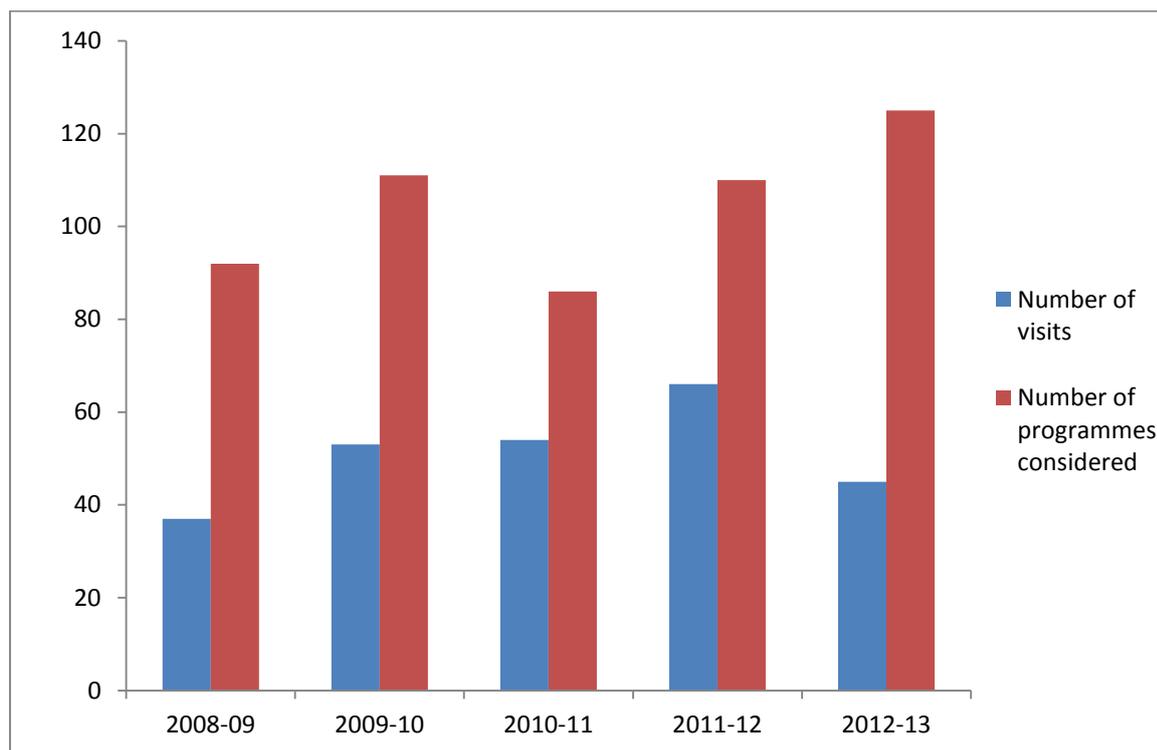
Unlike previous years, the number of practitioner psychologist programmes which have been approved in 2012–13 is consistent with the number of programmes which have been closed for the profession this year. This is an expected result following the completion of the visit schedule to transitionally approved programmes for this profession, which joined the HCPC Register in July 2009.

Approval

Number of approval visits

This year we conducted 45 visits which covered 145 programmes. We received formal requests to undertake 55 approval visits. However, nine visits were cancelled before they took place, and one education provider withdrew from the process after the visit.

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

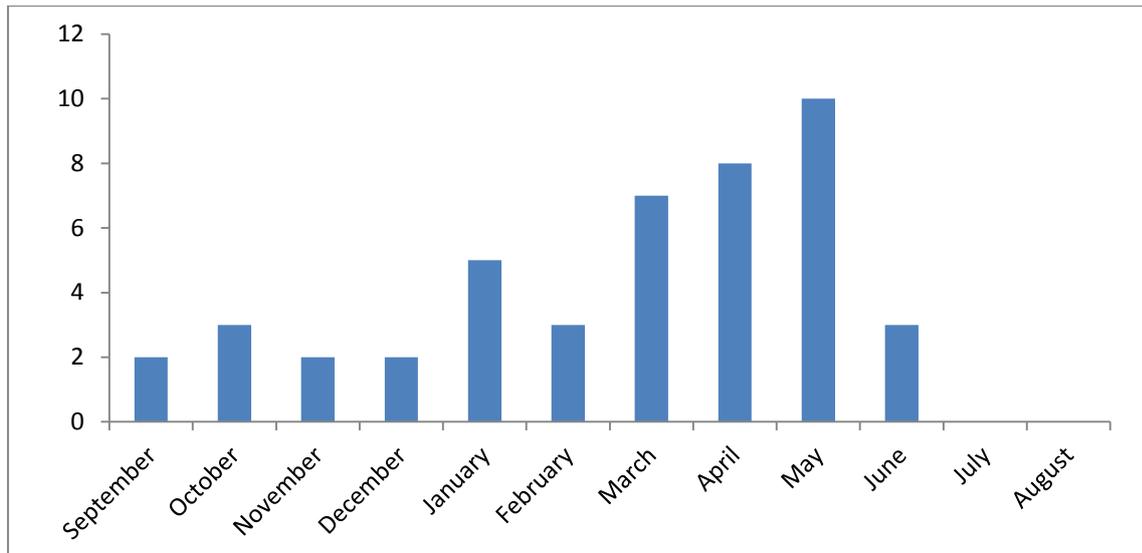


Graph 2 illustrates how the number of visits and number of programmes visited has changed over the last five years. As highlighted in previous annual reports, visits and programme numbers are often linked to professions joining the Register. When a profession joins the Register, we undertake a series of visits to all of the programmes that transferred. In 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.

The number of visits undertaken this year has decreased in comparison to previous years, although the number of programmes considered is higher. This is partly due to the visit scheduling exercise that we undertook when planning our workload for the approval and monitoring of social work programmes. When the Register for social workers in England opened on 1 August 2012, we had to allow for the six month notice period we require for an approval visit. This meant the earliest that we could arrange visits to these programmes was 1 February 2013. We also require approval visits to take place at least three months before the start of the next cohort, to allow sufficient time for a programme to complete the approval process. This

meant there was only a four month window in which to visit these programmes. Therefore, we only planned to visit social work programmes at 20 education providers in 2012–13. Initially, we also planned to undertake 49 visits to social work and approved mental health professional (AMHP) programmes in the 2013–14 academic year and 39 in 2014–15. However, these initial visit numbers changed once education providers reviewed their social work provision, as mentioned later in this report.

Graph 3 Number of visits – per month



Graph 3 shows how visits were distributed across the 2012–13 academic year. As in previous years, there is a peak of activity between March and May. However, there were significantly fewer visits in June than last year. June 2012 was the last available month for us to visit practitioner psychologist programmes as part of the three year schedule of visits for this profession, following the opening of the Register in July 2009 and allowing for a new cohort in September 2012. Consequently, seven of the eight programmes visited in this month were to practitioner psychologist programmes. The pattern of peaks and troughs seen in 2011–12 is less defined this year. However, visits broadly increase throughout the year until May, before declining in June. No visits were undertaken in July or August 2013. This is expected, given that most programmes seek to complete the approval process in time for September intakes.

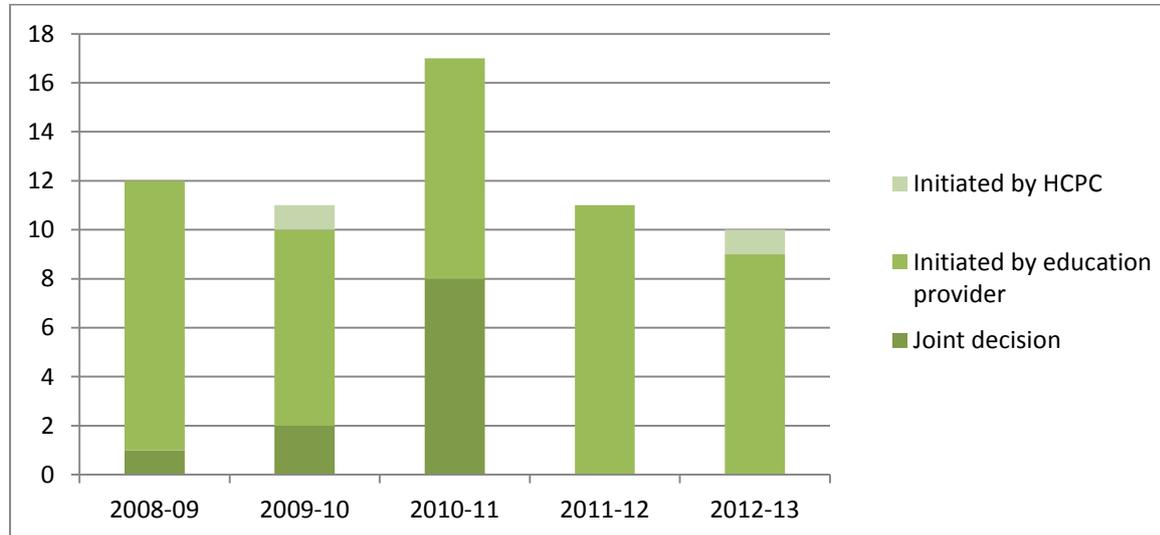
We still attempt to discourage education providers from selecting months late in the summer for visits, due to the availability of staff and students, and to ensure that there is sufficient time for any conditions on approval to be met before a September start date. However, in some instances education 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 the number of visits increases throughout the year, the choice education providers have over which dates to select reduces, as the competition for slots in the visit calendar increases. We also require at least six months' notice of a visit to a new programme, to enable ourselves and the education provider to prepare effectively. 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 a trend that continues this year and 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.

Nine of the ten visits cancelled this year were initiated by education providers. The one visit that was cancelled by the HCPC was to an independent / supplementary prescribing programme. This visit was cancelled due to a delay in changes to prescribing legislation being passed. It was anticipated that legislation would be passed in May 2013 but this actually took place in August 2013. We were unable to publish the HCPC's standards for prescribing until this legislation passed, which meant we were unable to give the education provider sufficient opportunity to prepare for a visit in the 2012–13 academic year. We therefore rescheduled the visit to the 2013–14 academic year. During the pre-visit process the education provider was aware that the visit could only take place once legislation was passed so the change in date was not unexpected.

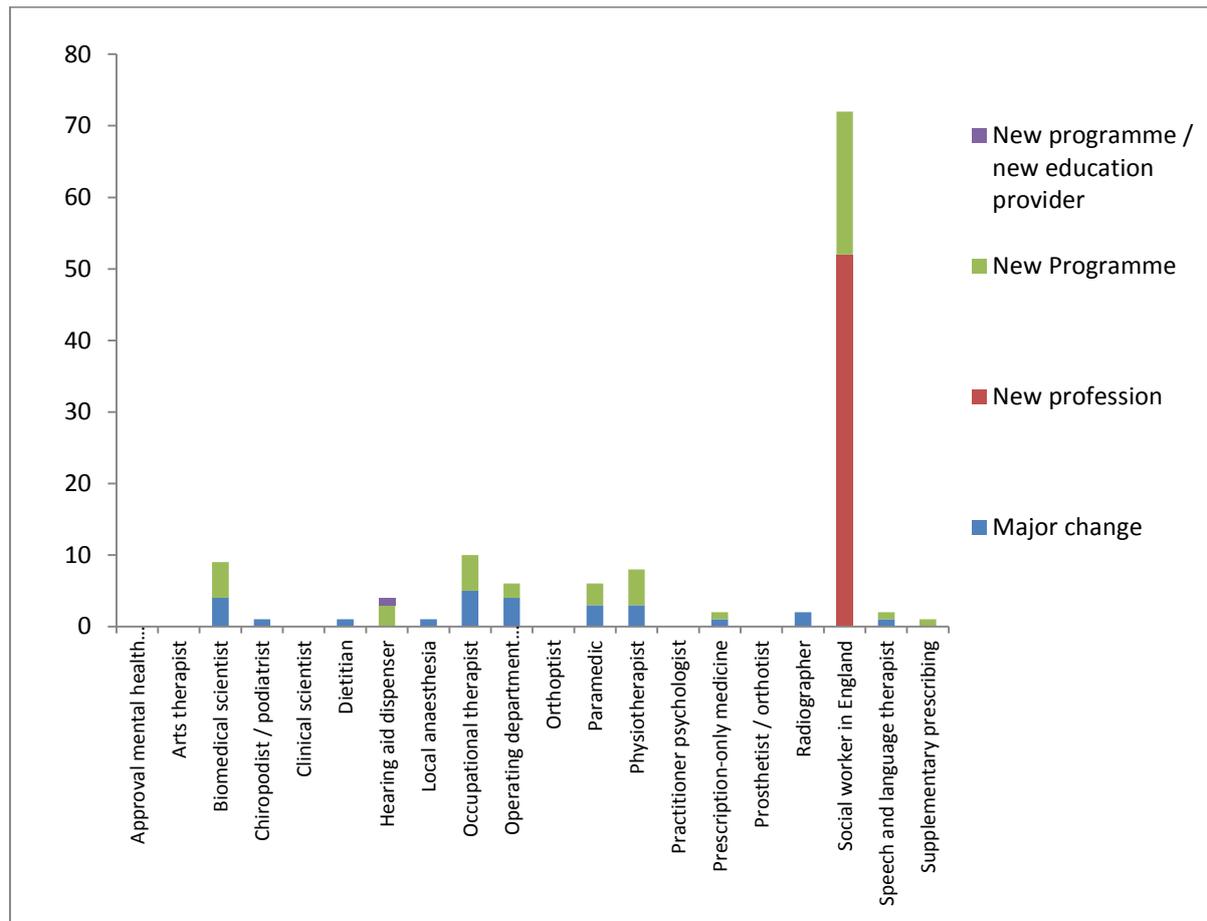
Nine of the ten visits cancelled were visits to new programmes which decided not to seek HCPC approval and one visit was cancelled due to a major change being withdrawn. When a visit which is taking place as a result of a major change is cancelled, we seek confirmation from the education provider that 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. In this case, the major change was due to the Modernising Scientific Careers (MSC) agenda and was withdrawn following the education providers decision to postpone the introduction of the new programmes.

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

line with the Social Work Reform Board recommendations) means that rescheduling approval visits will not always be possible. Visits to these education providers have been prioritised and scheduled across the academic years 2012–13, 2013–14 and 2014–15. We will only move a social work or AMHP visit in exceptional circumstances, and we will usually only move a visit forward to assess a programme sooner if we have reason to do so.

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 social work programmes, as Graph 5 shows. Similarly to last year, the majority of visits were to programmes which had transferred to us from a new profession, rather than new programmes. Last year, a significant number of the visits undertaken were to practitioner psychologist and hearing aid dispenser programmes, following the opening of the Registers for these professions in 2009 and 2010 respectively. As expected, the number of visits to programmes from these professions dropped significantly this year, as we entered the final year of the visit schedule for each profession.

New programme visits were the second most common reason for a visit, after new profession visits. This is a departure from the trend seen over the last four years, where major change was the second most frequent reason for visiting a programme. Although we visited the majority of education providers in 2012–13 to consider

transitionally approved social work programmes, these visits would sometimes include new social work programmes as well. These new programmes were often proposed as replacement programmes for existing transitionally approved programmes, which the education provider had decided to close as part of an internal review of their entire social work provision. Excluding these new social work programmes, there was an equal number of visits due to major change and the number of new programme visits this year (26).

In addition to the reduction in visits to practitioner psychologist and hearing aid dispenser programmes this year, we have also visited fewer biomedical scientist programmes, since many education providers have now amended their provision in line with the Modernising Scientific Careers initiative.

Annual monitoring has always been a very infrequent reason for a visit taking place, due to the relatively small number of programmes which do not have approval reconfirmed in the annual monitoring process. This year no visits took place as a result of an annual monitoring submission. We did initially decide to visit a programme as a result of an annual monitoring submission. However the programme was unable to comply with our requirement to visit, so approval was withdrawn.

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 six programmes withdrew their requests for approval following the visit. All other programmes visited in 2012–13 were recommended for approval and three 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	3	2
Approval of a programme subject to all conditions being met	110	88
Non-approval of a new programme	0	0
Withdrawal of approval from a currently approved programme	0	0
Pending	12	10

Table 2 summarises all the outcomes from the visits which took place this year. Of the pending decisions, all twelve received a final decision for approval in September or October 2013. There were no delays to the start date of a programme where the decision was pending at the end of the academic year.

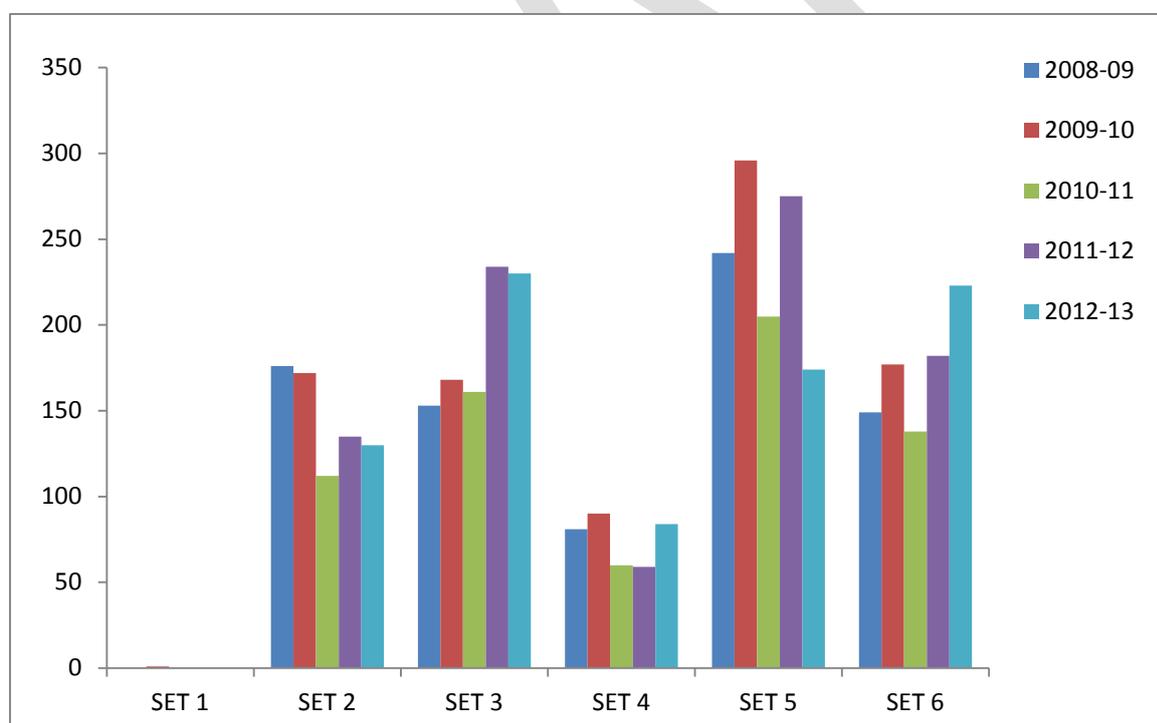
A programme is only considered in this table if it was submitted to our Committee, and therefore does not include the programmes discussed above that withdrew from the approval process.

Conditions

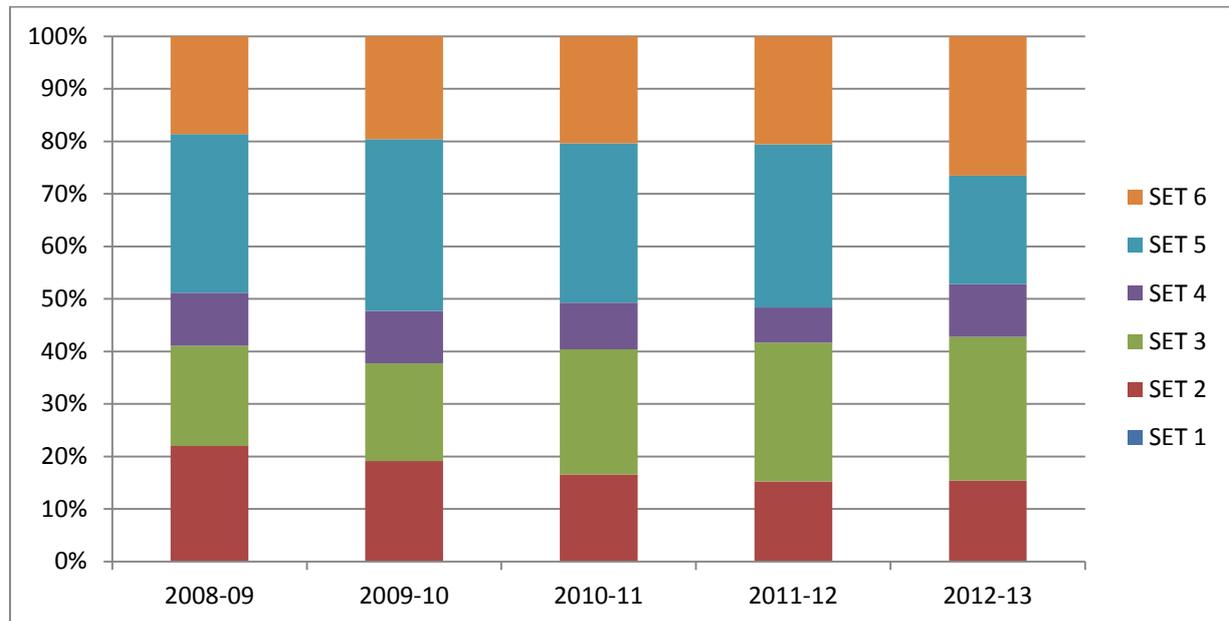
'Conditions' are requirements made of an education provider, by our Education and Training Committee, which must be met before a programme can be recommended for approval. Conditions are linked to the standards of education and training (SETs) and require changes to the programme to ensure the threshold 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 841 conditions set across the 125 programmes visited. This gives an average of seven conditions per programme, which is one less condition than last year's average.

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



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



Graphs 6 and 7 illustrate the distribution of conditions across the standards of education and training over the last five years. Conditions set around SET 2 and 3 remain particularly consistent with the previous year. However, the numbers of conditions set around SET 5 and 6 are notably different. In previous years, SET 5 has always had the most conditions set. However, this year SET 3 received the most conditions, closely followed by SET 6 and then SET 5. The increase in conditions for SET 3 and 6, due mainly to the transfer of social work programmes, is discussed in a later section.

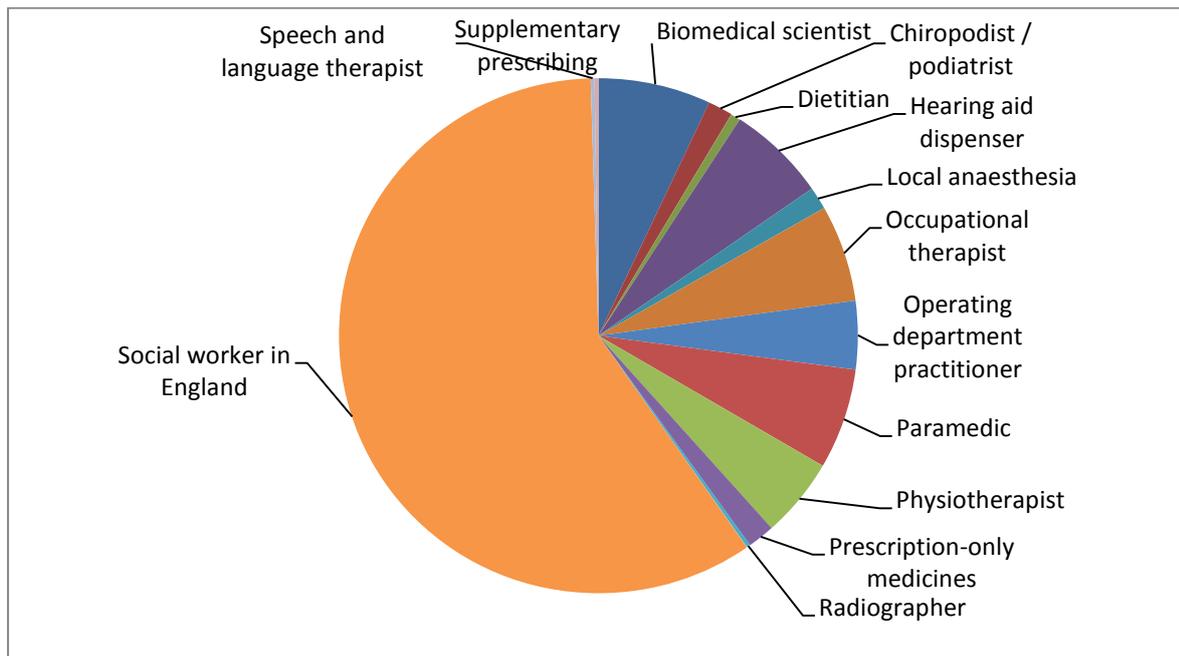
When considered across the last five years, the percentage distribution of conditions for SET 4 in 2011–12 could be seen as an anomaly, as the figure for 2012–13 (ten per cent of conditions set) is more in line with the average for the three previous academic years (2008–09, 2009–10 and 2010–11).

There has been a steady decrease in the percentage of conditions set for SET 2, from 22 per cent in 2008–09 to 15.5 per cent this year. There has also been a steady increase (with the exception of 2009–10) in the percentage of conditions set for SET 3 over the same period, from 19 per cent to 27 per cent.

We did not expect to see a decrease in the number of conditions set around SET 5 in comparison to SET 6. Historically, SET 5 is the standard which receives the most conditions, since practice placements are the area of approved programmes where education providers must work with the most stakeholders and invest the most resources. This year, we have seen a reduction in the number of conditions around SET 5. As in previous years, we held a series of seminars in autumn and winter 2013 focusing 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. The reduction in conditions set in this area could be attributed to the continuing work we have done with education providers at our seminars over the last few years.

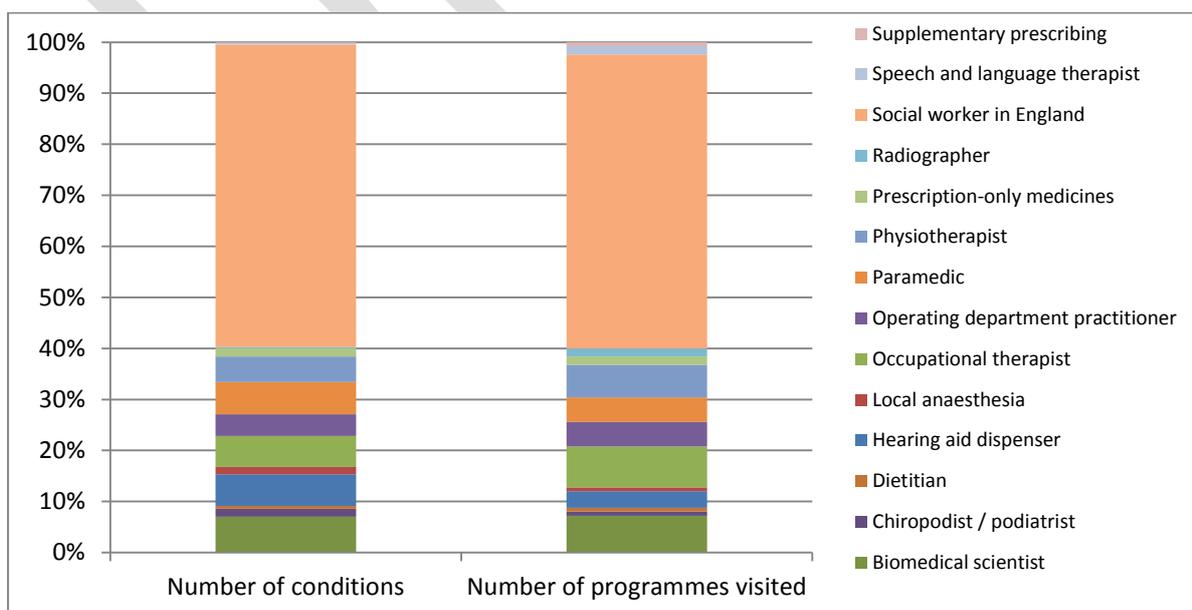
The reduction in conditions around SET 5 could also be attributed to the lower number of conditions set for social work programmes in this area when compared to other new profession programmes. Similarly to the visit schedule for practitioner psychologist and hearing aid dispenser programmes over the previous three years, visits to social work programmes has formed the bulk of our approval work this year. Therefore, the split of conditions for all professions is heavily impacted by the conditions set for social work programmes. Although social work programmes experienced some initial difficulties in meeting SET 5, we set fewer conditions around SET 5 for these programmes when compared to practitioner psychologist and hearing aid dispenser programmes. We found that education providers delivering social work programmes would often have clearly auditable policies and procedures for practice placements, and that they often used national benchmark documentation such as quality assurance in practice learning (QAPL). We also found that education providers worked in regional groups to discuss issues at placements and to ensure consistency between processes since several education providers would often hold practice placements with the same institution. Although these practices often led to fewer conditions set around SET 5, it is important to note that we consider each programme in isolation. So the policies about practice placements that are appropriate for one institution may not be appropriate for another within the context of that programme's delivery.

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 8 shows that social work programmes attracted the highest percentage of conditions. This information needs to be considered in light of the information from Graph 5 where it is evident that the number of visits to these types of programme is much higher than any 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

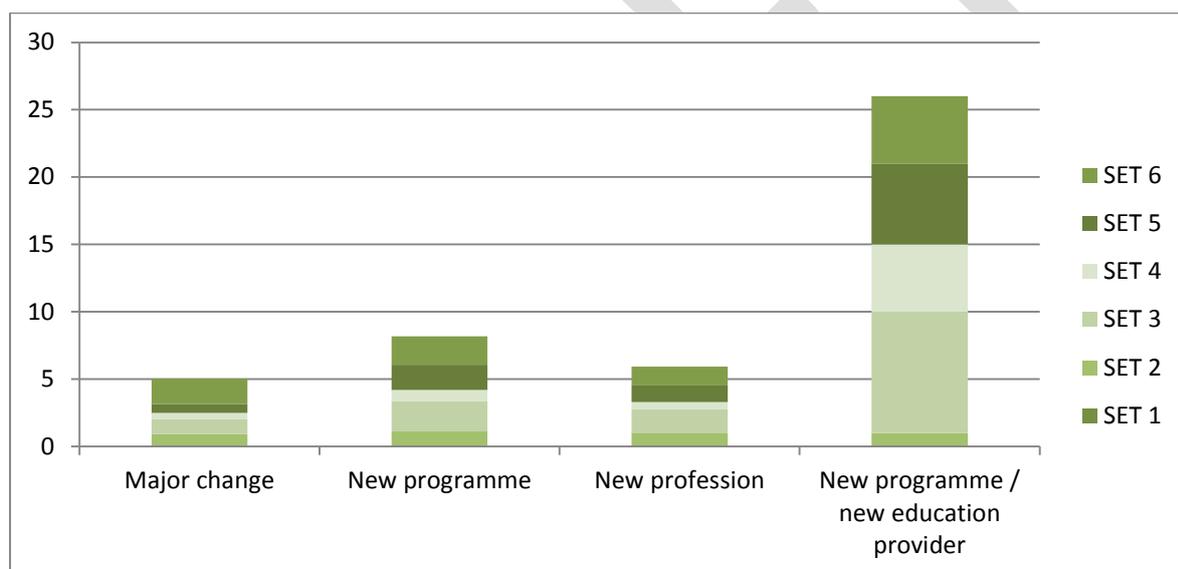


When the percentage of visits conducted to each profession or entitlement is compared to the percentage of conditions, as in Graph 9, it becomes clear that there is almost a direct correlation between the number of visits and the number of conditions.

This is true of every profession / entitlement with the exception of hearing aid dispenser, chiropodist / podiatrist and local anaesthesia programmes. Whilst there is no clear reason for the increased number of conditions for the latter profession and entitlement, we visited a new hearing aid dispenser programme at a new education provider in 2012–13, which accounts for the higher percentage of conditions for the profession overall and is analysed in more detail below.

There were fewer conditions set for occupational therapy programmes than the average across all professions due to 50 per cent of these programmes being visited as a result of major change. The same applies for radiographer and speech and language therapy programmes. This trend is also analysed below.

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 programme / new education provider visits attracted the highest number of conditions set on average per programme, which is the case again in 2012–13. This is specifically due to the number of conditions set for a hearing aid dispenser programme, which was the only new programme / new education provider programme visited this year. Similarly to the new programme / new education provider programmes visited last year, this programme was not delivered in a traditional higher education environment. 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. The education provider was able to meet all of these conditions in the time agreed and the programme is now approved.

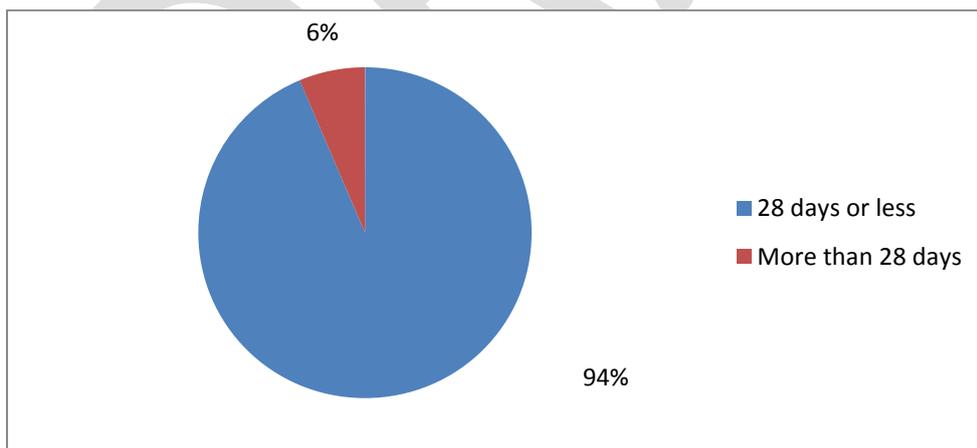
Programmes which had already been approved received fewer conditions on average when compared to new programmes. We set an average of five conditions for programmes visited due to major change in comparison to an average of eight conditions for new programmes. Approved programme providers are more likely to be 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 was an average of six conditions set per programme, slightly less than the average number of conditions set for new profession programmes in previous years. For new programmes there was an average of eight conditions set, which includes conditions set for new social work programmes which were considered at the 20 approval visits undertaken this year for the profession.

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 and any observations made by the education provider are considered by the Education and Training Committee and a final decision, including any conditions, is made.

Graph 11 Breakdown of days taken to produce Visitors' reports



Notably, there has been a two per cent reduction from last year in the number of reports taking more than 28 days to produce and submit to the education provider for any observations. This is a positive result and we will continue to work to reduce the number of reports which take longer than the operational timescale.

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 proposed by visitors. We provide guidance to education providers about the purpose of providing observations, when they should be submitted and how observations will be taken into account in considering a Visitors' report. This year, we published Visitors' reports for 125 programmes. We received observations from education providers on five of these reports, which covers four per cent of all programmes visited. This is a marked reduction on last year's figure, where 15 per cent of reports had observations made about them, and further improvement to the figure from two years ago, where almost a quarter of reports had observations made about them.

The Education and Training Committee considered the Visitors' reports for all 125 programmes and varied the recommendations made in two reports for one education provider. This represents less than two per cent of all programmes. The variations in this case were due to a minor inaccuracy about how the recruitment strategy for the programmes was represented in two of the conditions.

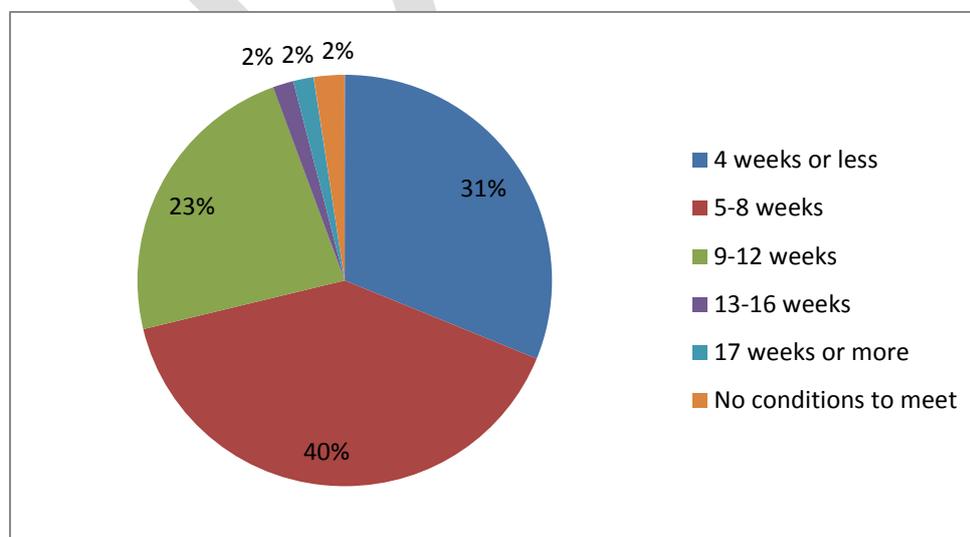
How long does it take to meet conditions?

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 proposed start date of the programme; and
- the schedule of Committee meetings.

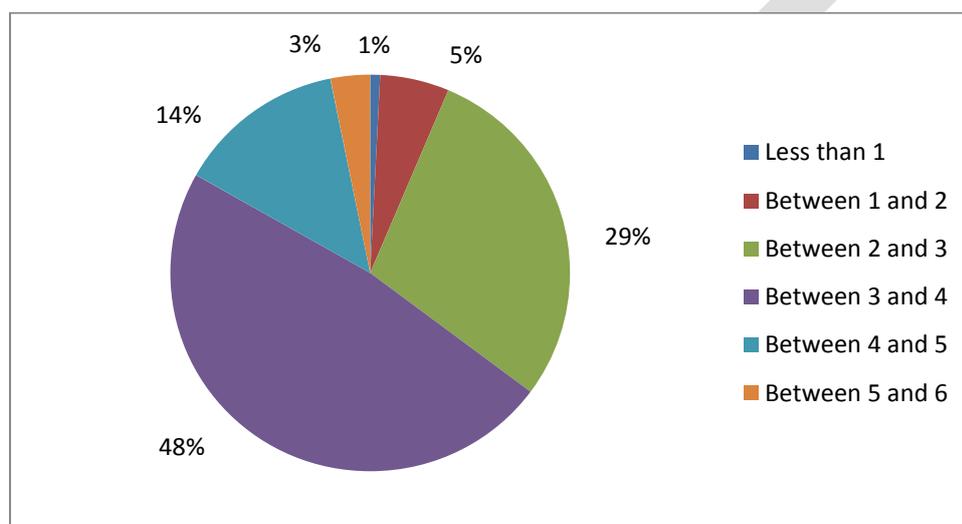
Once a response from an education provider is received, our Visitors assess the documentation and make a final recommendation to Committee about whether the conditions have been met, or not.

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, 94 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. This is a marked difference on last year, when 76 per cent of programmes responded to conditions within twelve weeks.

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 35 per cent of programmes were approved within three months of the visit date. This normally only occurs when no conditions have been applied. However, this year 41 programmes with conditions set were also approved within this timeframe.

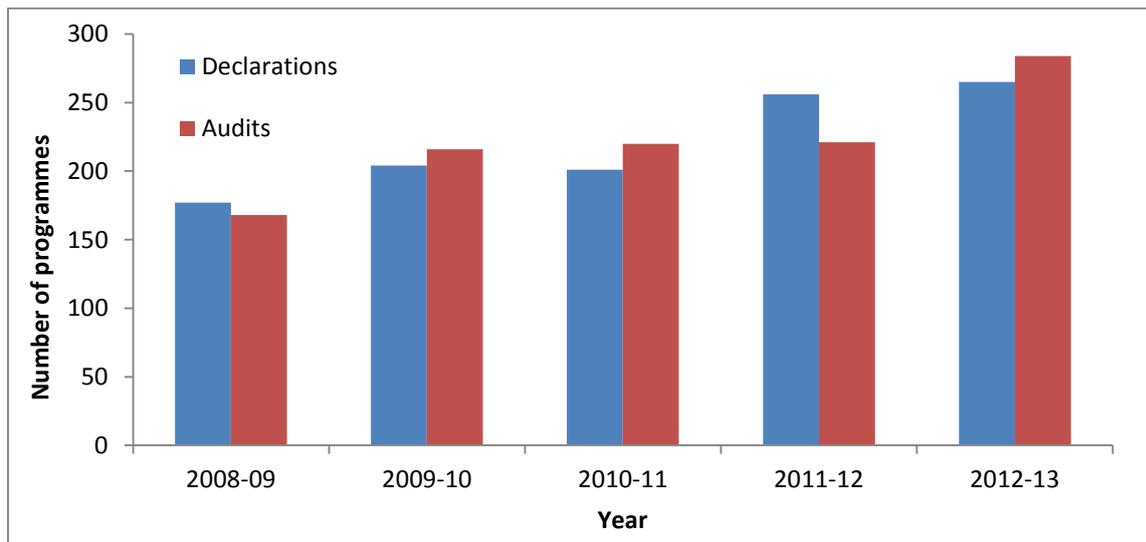
62 per cent of programmes received a final decision within three to five months after the visit this year, which is a higher percentage than last year. This is due to fewer programmes taking five months or more to complete the process than last year. This year, only three per cent of programmes took five months or more to complete the process, whereas last year this figure was 29 per cent. 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.

Annual monitoring

Number of annual monitoring submissions

This year we processed 549 annual monitoring submissions. This included 265 declarations and 284 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 345 submissions in 2008–09 compared to the 549 received this year. This is an increase of 204 (59 per cent) in the last five years. This steady increase has been mentioned in previous annual reports and is expected each year because as we approve more programmes, more programmes move into the monitoring cycle.

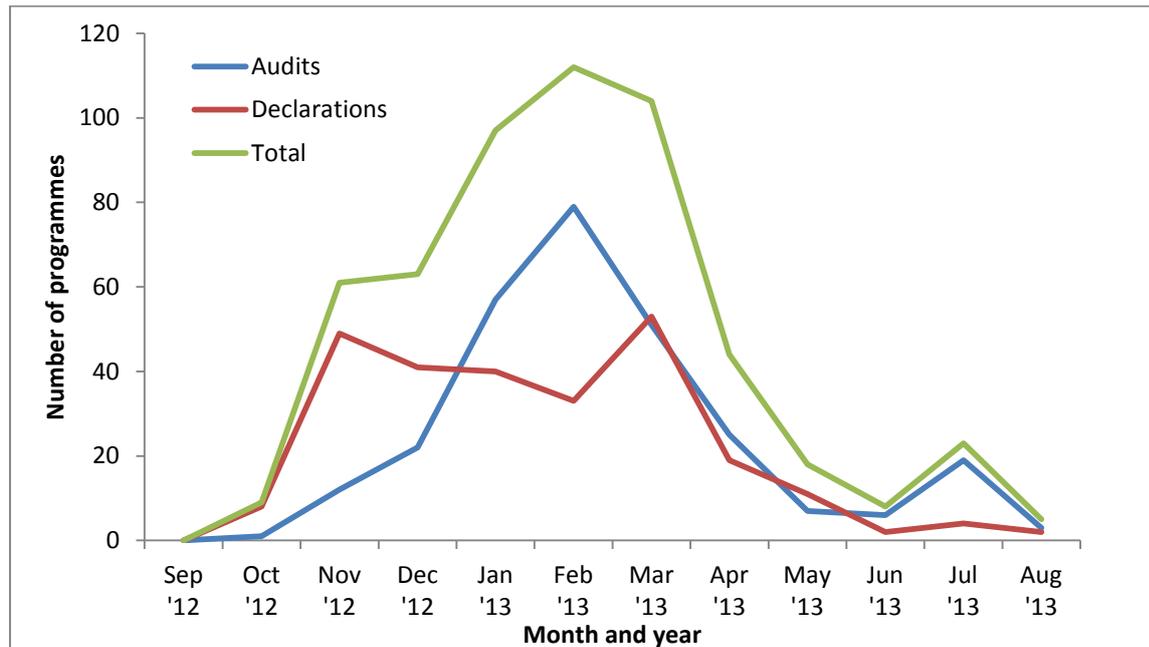
This year has seen a 15 per cent increase in comparison to last year. This increase was predicted and is due to the number of practitioner psychologist and hearing aid dispenser programmes that were involved in annual monitoring. Practitioner psychologist programmes accounted for 60 per cent of the increase while hearing aid dispenser programmes accounted for six per cent. For hearing aid dispenser programmes this was the first year in which they had to engage with annual monitoring. For practitioner psychologist programmes this is also the first year that programmes visited between 2010–12 were required to submit an annual monitoring audit. There were also 37 new programmes from other professions involved in annual monitoring, including 14 new radiographer programmes.

It is anticipated that there will be a significant growth next year, as there was this year. This is due in part to the remaining practitioner psychologist and hearing aid dispenser programmes moving into the monitoring cycle, as mentioned above. It is also anticipated that there will be an increase in the number of biomedical science programmes involved in annual monitoring next year as a significant number of new programmes were visited in the 2011–12 academic year.

When did the monitoring take place?

As last year, various submission dates were planned across the 2012–13 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.

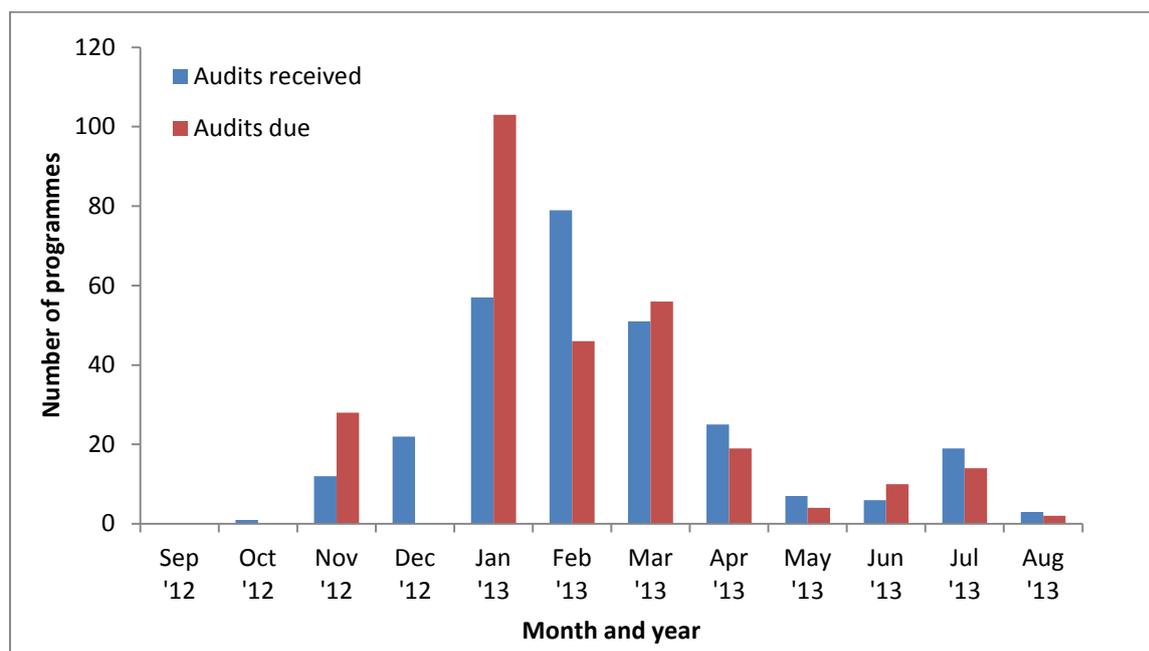
Graph 15 Number of audits and declarations received in 2012–13



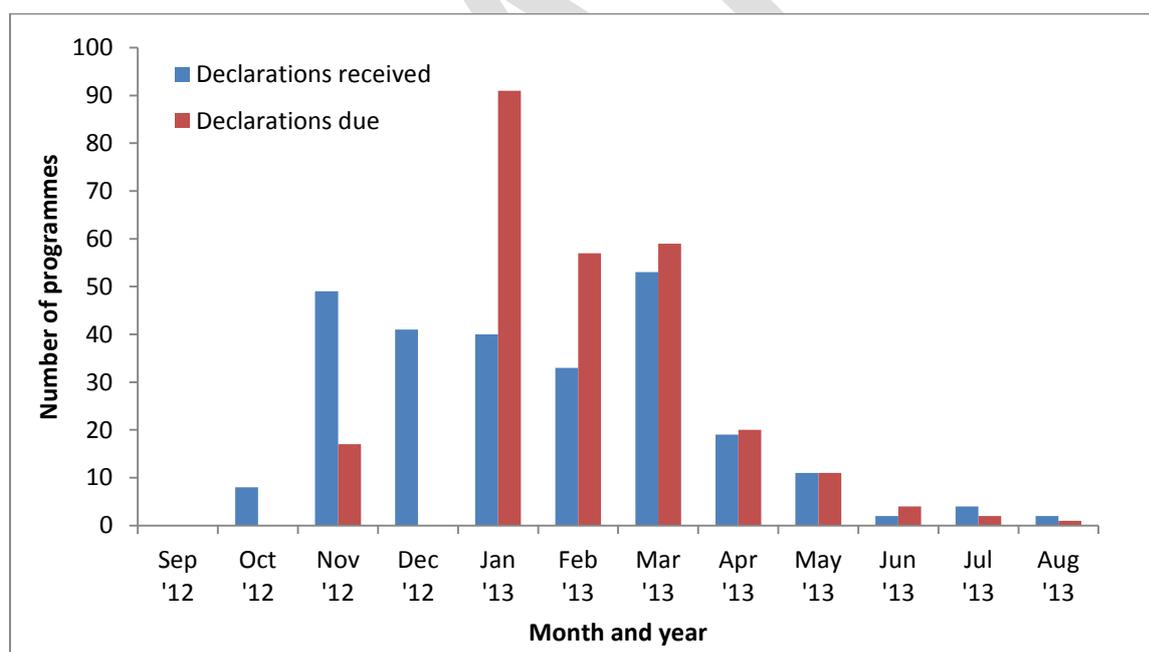
Whilst there are peaks and troughs of activity, the areas of peak activity remain fairly consistent and predictable from year to year. In comparison to last year, the main difference between the two academic years appears to be the significant increase in the number of submissions in February, rather than the peak in submission in January that we have seen in previous years. However, Graph 15 shows that the majority (57 per cent) of submissions were received in the three months between January and March 2013. This is consistent with the peak seen in the previous year when 61 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 2009 and 2010, 65 per cent and 63 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. However, there is also a slight peak in submissions in July this year when compared to last year. This is due to the IQA dates for some education providers being set later in the year than originally proposed when the dates were clarified as part of the planning for annual monitoring.

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. The only significant difference between submissions that should have been received and those actually received is in January and February 2013. The reason for this is that 64 per cent of submissions due by 31 January 2013 were slightly late and arrived in the first four days of February. However, this small delay had no effect on the ability of the Department to scrutinise these submissions to planned timescales.

Graph 17 illustrates the planned and actual submission dates for annual monitoring declarations. Most noticeable is the high number of submissions received in November 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 February, in comparison to the number expected. This trend was also identified in last years' annual report.

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
2008-09	150 (89%)	18 (11%)
2009-10	193 (89%)	23 (11%)
2010-11	192 (87%)	28 (13%)
2011-12	191 (86%)	30 (14%)
2012-13	240 (85%)	44 (15%)

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 recommendation on continued approval could be made. This year 20 per cent of the audit submissions required further information to be submitted before a recommendation could be made by the Visitors, compared to 41 per cent last year. As mentioned in last year's report, this decrease in the amount of additional information required is mainly due to all approved programmes having previously demonstrated how they meet the revised standards of education and

training. These programmes therefore did not need to provide additional evidence this year to demonstrate how these standards were being met. The percentage of programmes required to submit further evidence this year is also almost identical to figures seen prior to the requirement to demonstrate how the revised standards were met. Therefore, it is anticipated this figure will remain fairly consistent in future years.

Table 4 Requests for further information, by method of assessment

Method of assessment	Further information was requested	
	Yes	No
Assessment day	51	189
Postal	6	38

Summary of outcomes

Table 5 Summary of outcomes

Outcome	2008–09	2009–10	2010–11	2011–12	2012–13
Sufficient evidence of standards continuing to be met	153 (91%)	191 (89%)	208 (95%)	215 (97%)	272 (95%)
Insufficient evidence of standards continuing to be met	2 (1%)	5 (2%)	2 (1%)	0 (0%)	1 (1%)
Pending	13 (8%)	20 (9%)	10 (4%)	6 (3%)	12 (4%)

Note: Of the pending submissions for 2012–13, it was agreed that six programmes continued to meet the standards of education and training on 10 October 2013. The remaining six programmes were agreed to meet the standards of education and training on 3 December 2013.

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 considered 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.

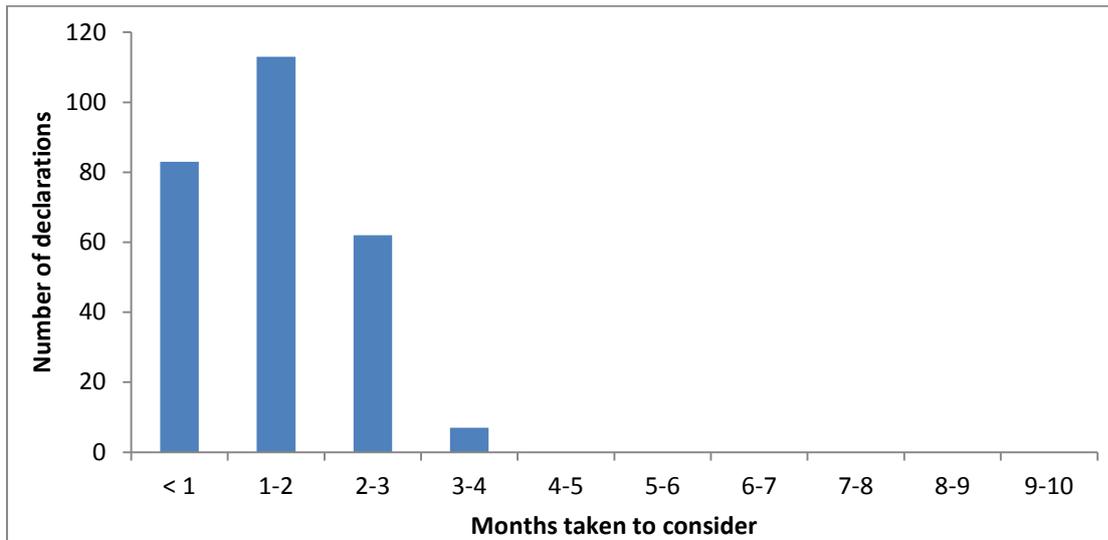
Once all final outcomes for submissions pending a decision were accounted for, 99 per cent of programmes showed sufficient evidence of standards continuing to be met and one per cent required a visit. This is consistent with previous years, in spite of the relatively high number of pending submissions at 31 August 2013. The reason for the slightly higher number of pending submissions is linked to education provider IQA dates being set later in the year than originally anticipated, as previously mentioned, which meant an increased number of submissions required a final decision by the Education and Training Committee in October and December 2013.

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.

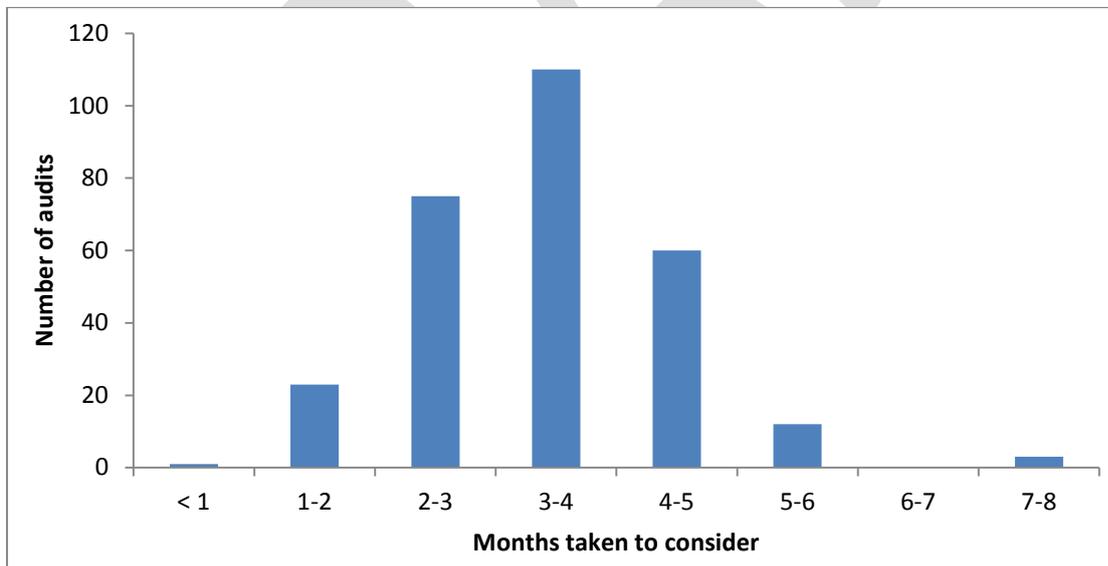
Audit submissions are considered at an assessment day or by postal correspondence prior to a recommendation being made to the Education and Training Committee. At assessment days, our Visitors produce a report which is forwarded to the next Education and Training Committee for consideration. Visitors 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 74 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 1.5 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 34 per cent of audits were processed within three months in comparison to 31 per cent last year. The trend of an increase, year on year, in submissions processed after four months continues this year. 73 per cent of audits were processed within four months this year compared to 69 per cent last year. Overall, the average time taken to consider an audit was 3.4 months this year, a slight reduction on the 3.5 month average for 2011–12.

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 October, but the assessment of that programme might not be due to take place until February. A number of audit submissions also required the submission of additional documentation which increased the total time taken to process the audit overall. On average, the request for additional documentation increased the time taken to process an audit submission by one month.

The majority of audits and declarations continued to be processed within, or just outside, our expected timescales. The trend for annual monitoring submissions that we have seen in previous years also continued this year and allowed us to accurately predict and prepare for the peaks and troughs of activity needed to meet operational timescales. Therefore, 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 submission dates which are closely linked to their own internal processes.

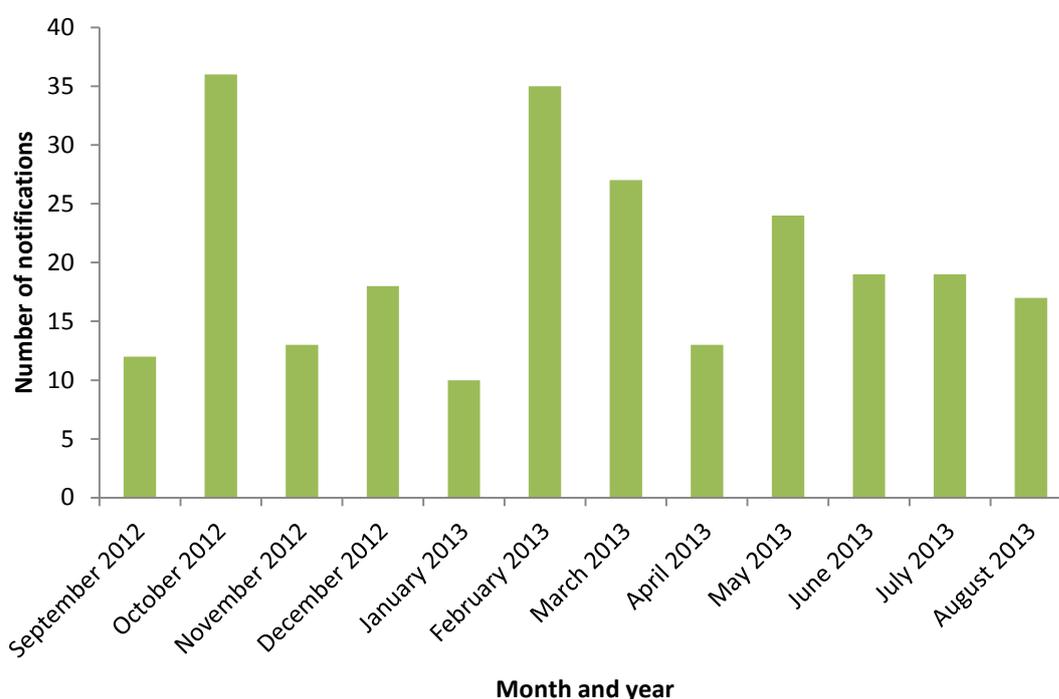
Major change

Number of major change notifications

This year we received 243 major change notification forms. Forty seven notifications were later withdrawn by 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 peaks of activity in December 2011 and May 2012 have not been repeated this year. February continues to be a month in which we receive a large number of notifications, although we received 29 per cent fewer notifications in February 2013 than February 2012).

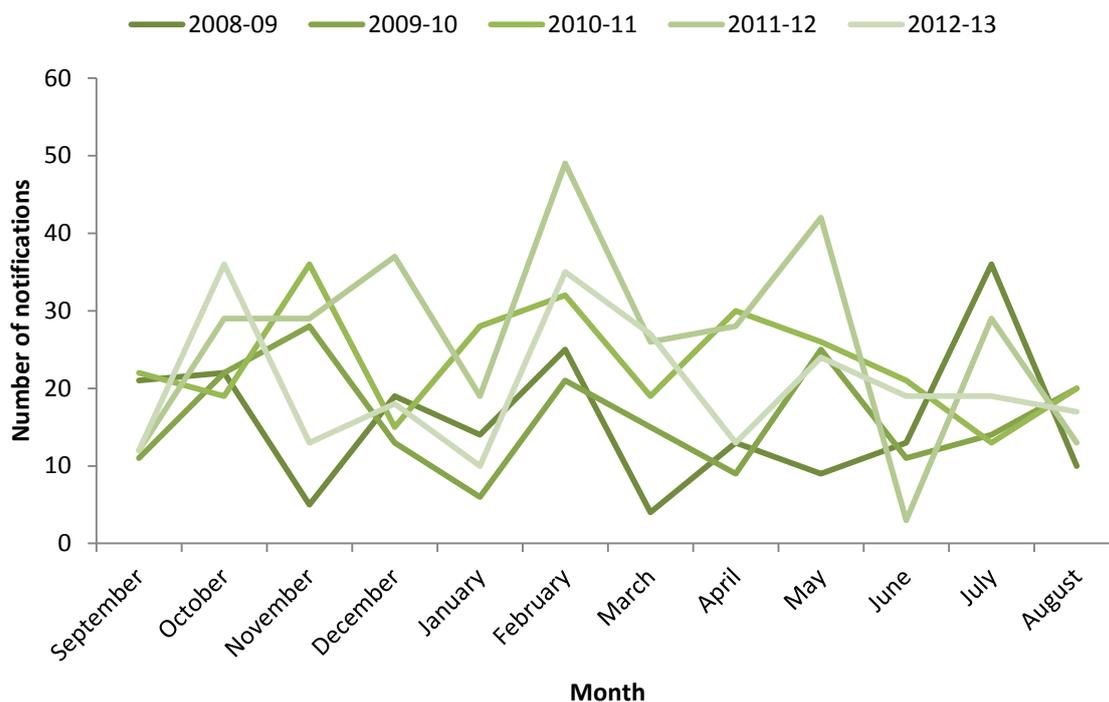
40 per cent of all submissions occurred in October 2012, February 2013 and March 2013 and it is difficult to explain why these months saw the most activity. Major changes can occur as a result of unplanned staff changes or changes to learning outcomes and assessment methods. The data therefore continues to suggest a relatively unpredictable flow of work coming into the Education Department each year.

The number of notifications received this year has decreased by approximately 23 per cent compared to last year. This is surprising as the number of approved

programmes subject to the major change process continues to increase. All practitioner psychologist and hearing aid dispenser programmes visited over the last three academic years are now required to let us know about any significant changes to how they continue to meet the standards of education and training. Graph 20 illustrates how this year has continued the trend of variation in the submission numbers from month to month, varying from ten submissions in January 2013 to thirty six received in October 2013. 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 the number of notifications withdrawn by education providers in comparison to last year. Further analysis shows a large number of these notifications were from education providers notifying us of changes well in advance of documentation being available for Visitors to make an assessment. This is a reoccurring theme and 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 five years



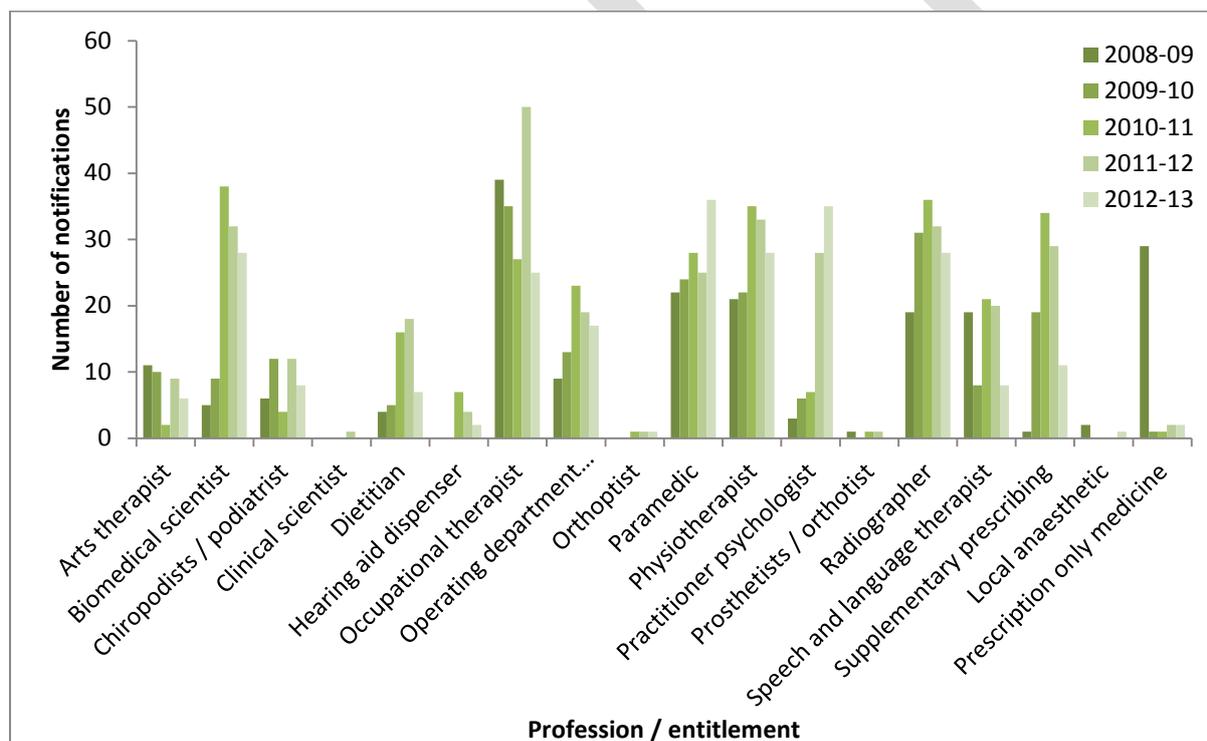
Which professions submitted major changes?

As Graph 22 illustrates, we considered more major changes from paramedic, practitioner psychologist, biomedical scientist, physiotherapist and radiographer programmes than any others this year. The last three of these professions were also amongst the professions with the highest number of notifications 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 continued to cause a high number of major change notifications for this profession. The vast majority of the notifications received this year for biomedical scientist programmes were from five education providers who run multiple programmes as a result of the Modernising Scientific Careers initiative. Therefore, a change in one programme was often replicated across all biomedical science programmes at the same education provider. 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 continued to increase this year as expected, as all the programmes in this profession have now been visited since the Register opened in 2009 and 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 five years



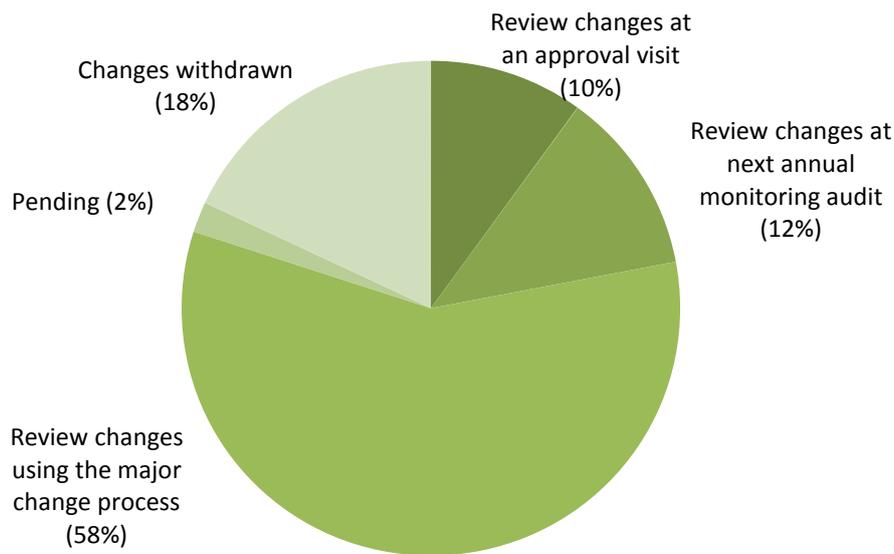
Summary of outcomes

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

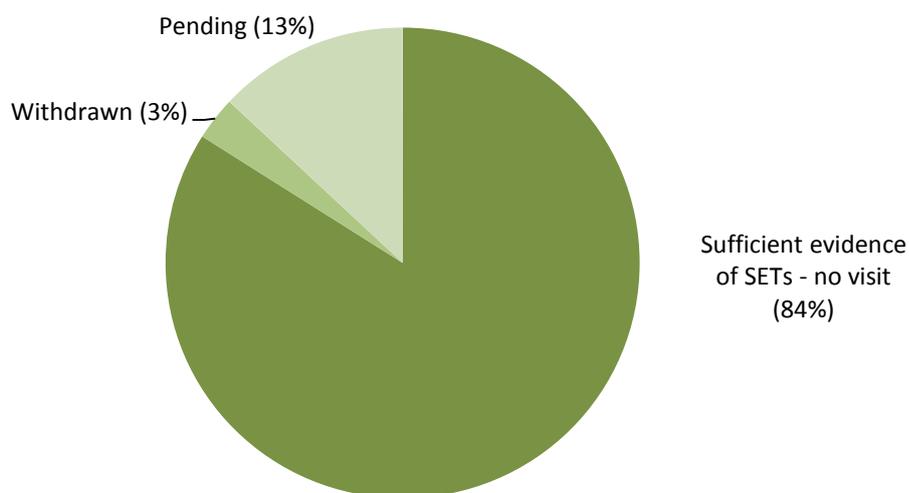
reviewed by at least one Visitor and a recommendation is made to the Education and Training Committee.

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 that there is 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 22 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 eight per cent are being reviewed by Visitors as a major change, which is a slight increase in comparison to last year. The decision to review changes via the approval process has remained constant, whilst the decision to review changes through the annual monitoring process has seen a decrease from 20 per cent last year to 12 per cent in 2012–13. Changes being withdrawn from the major change process have increased slightly from 16 to 18 per cent this year. As in previous years this is mostly due to education providers submitting major changes without the required documentation available to make an assessment. As 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 continue to see fluctuations in how change is managed through the processes in subsequent years.

Graph 24 indicates 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 our 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 eighteen pending submissions, one was received in May, four in July and thirteen in August. Six received a decision in September, ten in October and two in December. All were found to continue to meet the standards of education and training. Inclusive of this data, 100 per cent of submissions resulted in sufficient evidence of the standards of education and training being met; one per cent higher than last year.

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

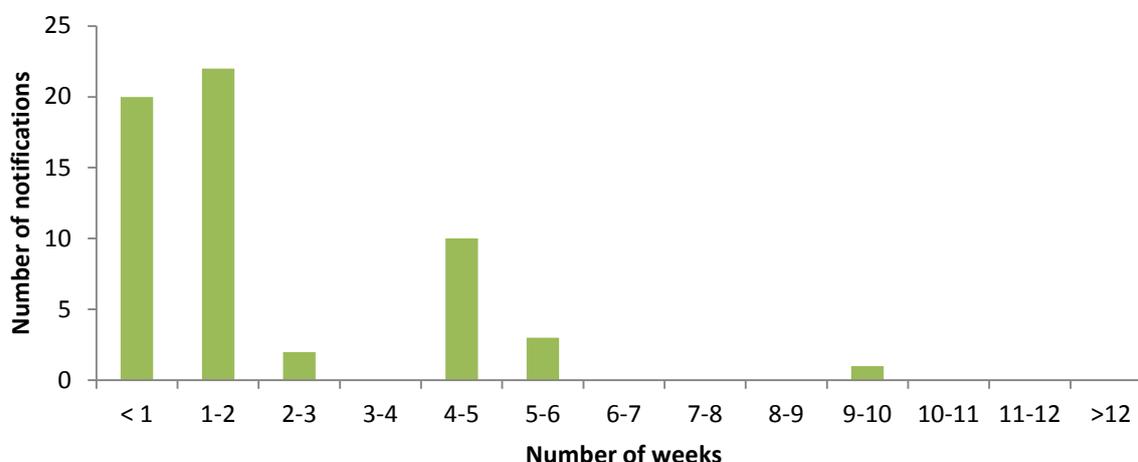
If a submission can be effectively reviewed at an approval visit or at the next annual monitoring audit, we aim to notify education providers of this within two weeks. When we feel a change needs to go through the major change process, we aim to complete this process within three months.

When 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 Visitors' 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 Visitors' report to reach Committee.

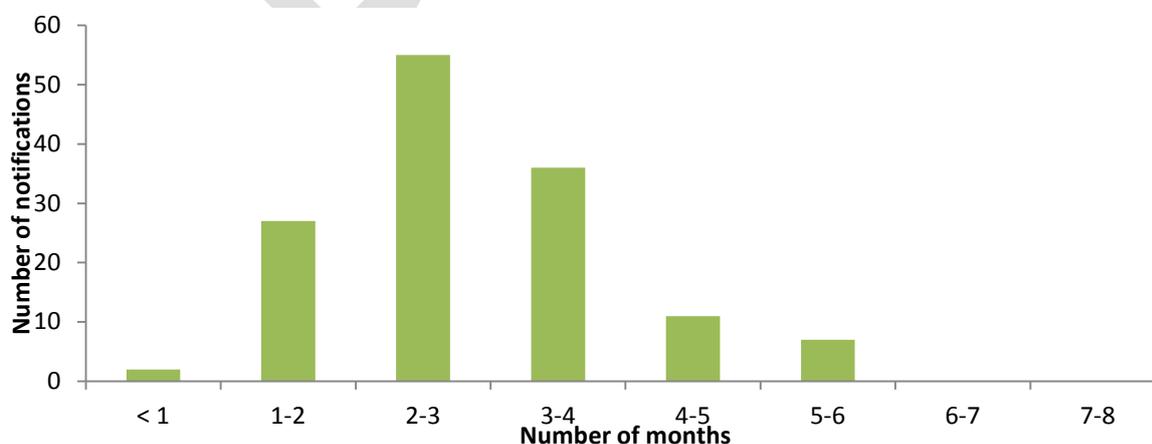
Graph 25 Number of weeks taken to consider a notification – by Education Department recommendation



Seventy six per cent of Education Department recommendations were made within or just outside operational expectations. This is a five per cent increase compared to last year. A small number of Education Department recommendations took 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.

Last year there was also a change to our processes concerning changes to programme records. In order to ensure that our list of approved programmes is as accurate as possible these changes (for example a programme or education provider name change or a change to the validating body) are 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 submission – by Visitor recommendation



Graph 26 shows that 61 per cent of recommendations from Visitors are being made within the expected time frame. This is a 13 per cent 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.

DRAFT

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 internal concerns processes 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 eight concerns which were within our remit in the 2012–13 academic year. Of the eight 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 concern 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.

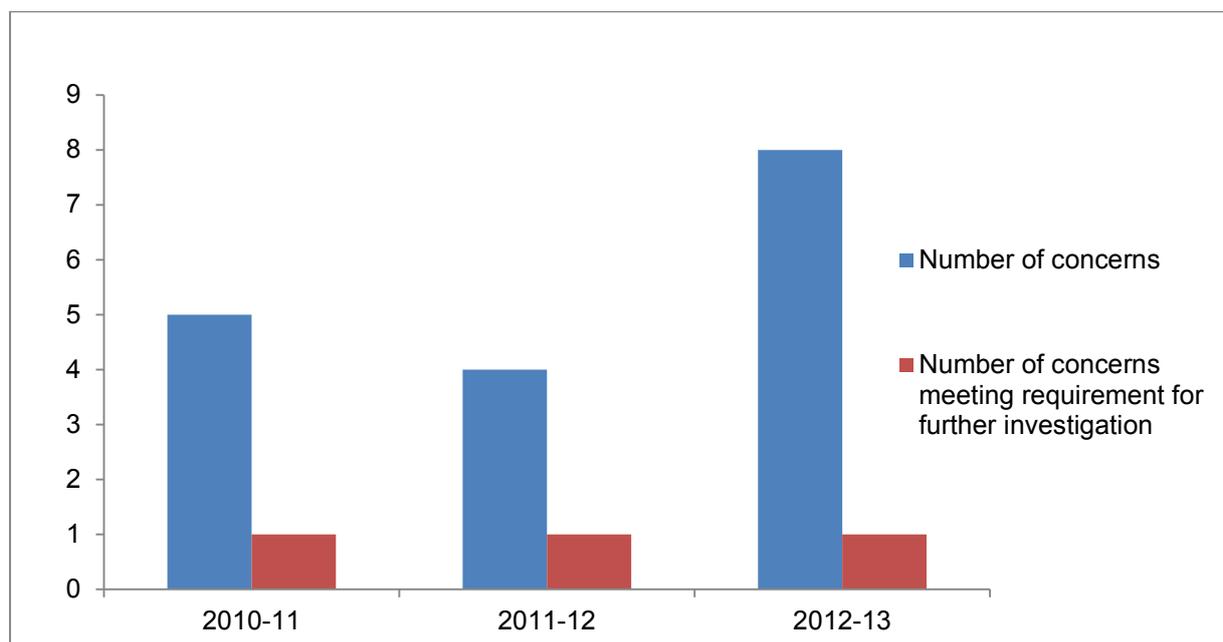
The investigation report, including observations, was considered by the Education and Training Committee in November 2013. When considering the report, the Committee can recommend what action, if any, is required in relation to the concern.

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 visited is required.

In this case, the Education and Training Committee decided there was no immediate risk to the on-going 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.

Graph 27 – Number of concerns received and investigated, compared over the last three years



Graph 27 shows the number of concerns which were received and the number of these concerns which meet our requirements for further investigation, compared over the last three academic years. We received 50 per cent more concerns this year in comparison to the previous academic year. However, this increase can be attributed to the opening of the Register for social workers in England since three of the eight concerns received related to programmes for social workers in England.

We expect the number of education provider concerns we receive next year, which meet the requirement for further investigation, to remain relatively consistent. Where possible, we will continue to raise awareness of this operational process among our key stakeholders.

Social workers in England

As part of its review of arm's length bodies, the government abolished the General Social Care Council (GSCC) and transferred most of its regulatory functions to the Health Professions Council (HPC). To reflect this new remit, the HPC's name changed to the Health and Care Professions Council (HCPC). The HCPC became the statutory regulator for social workers in England from 1 August 2012.

As part of the transfer, the HCPC became responsible for approving and monitoring pre-registration social work programmes in England and publishing a list of approved programmes. We also publish a list of approved social work programmes in England which are no longer delivered, but were approved for set historic periods.

All pre-registration social work programmes in England which were approved by the GSCC at the point of transfer were subsequently approved by the HCPC from 1 August 2012. This approval is transitional, which means that programmes remain approved by us until that approval is formally agreed or withdrawn by the HCPC following an assessment against our standards.

At its meeting of 19 June 2012, the Council agreed that all transitionally approved pre-registration social work programmes in England would be required to complete the approval process. This was deemed the most effective mechanism to assess each transitionally approved programme against our standards of education and training (SETs). Approval visits were scheduled over a three-year period with the first visits commencing in the 2012–13 academic year.

Programmes which successfully complete the approval process would then be granted open ended approval, subject to meeting our on-going monitoring requirements.

As part of the work that we have undertaken this year with approving social work programmes, we have produced a paper which reviews this work in detail. This paper was submitted to the November 2013 meeting of the Education and Training Committee and is available on our website.

In total 282 programme records were transferred from the GSCC on 1 August 2012. This number was subsequently reduced due to programmes closing prior to the transfer and differences in how data is recorded by the two regulators. This meant 249 programmes were considered as transitionally approved by the HCPC. Since then, a further 38 programmes have closed during the approval process. These closures were usually initiated by the education provider and were often due to the education provider reconsidering their social work provision as a whole in line with recommendations from the Social Work Reform Board and as a result of the change in regulator.

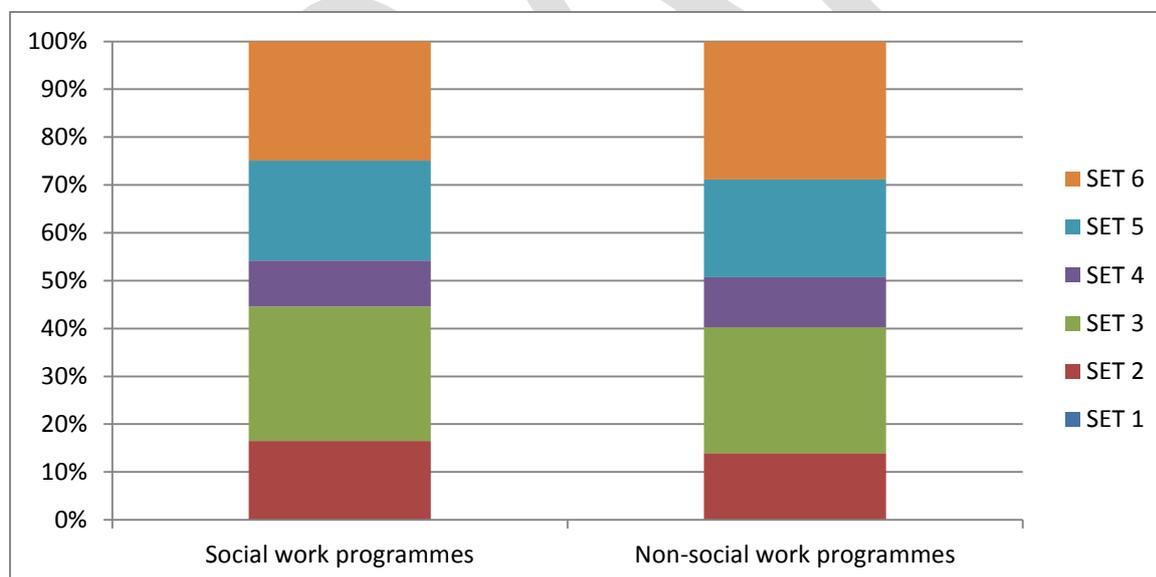
Table 6 – Visits and average number of conditions set on social work programmes, compared to all other programmes in 2012–13

Number of social work programmes visited	Average number of conditions set on social work programmes	Number of non-social work programmes visited	Average number of conditions set on non-social work programmes
72	6.9	53	6.5

In total we visited 72 social work programmes at 20 education providers in the 2012–13 academic year. Of these programmes, 52 were transitionally approved, and 20 were new programmes. We set conditions on all of the programmes we visited. By 31 August 2013, 62 of these programmes had met the conditions set and were approved by the Education and training Committee (ETC). All social work programmes visited in 2012–13 have now met any conditions set and are approved by the Education and Training Committee (ETC).

Table 6 shows that the average number of conditions set for social work programmes is broadly comparable with all other programmes from other professions.

Graph 28 – Percentage of conditions set against social work programmes and all other programmes in 2012–13



Graph 28 demonstrates the distribution of conditions against all six areas of the standards of education and training (SETs). This shows that conditions set for social work programmes were broadly similar to those set against programmes for other professions. Of particular note is the increase in conditions applied to SET 3 and 6 for social work programmes.

In relation to SET 3, we set 54 conditions for SET 3.8 in 2012–13, which is where we include conditions requiring updates to documentation. When we set conditions for this reason, this was often in response to out of date or inconsistent references in

documentation produced for social work programmes. We also set 41 conditions around SET 3.14, which requires the education provider to ensure that “where students participate as service users in practical and clinical teaching, appropriate protocols must be used to obtain their consent.” There was sometimes a misunderstanding that this standard only applies when students are physically manipulated by other students as part of their training. However, this standard can also apply to programmes where students take part in role play sessions, or sessions where they share personal information (for example).

In total, there were 146 conditions set for the standards concerned with assessment regulations. This is equal to 65 per cent of total conditions set around SET 6. These standards are specifically concerned with student progression and achievement (where 39 conditions were received); that only approved programmes contain a reference to an HCPC protected title or part of the Register in their named award (30 conditions); aegrotat awards not providing eligibility to apply for admission to the Register (31 conditions); requirements for a procedure for the right of appeal for students (six conditions) and policies around the appointment of external examiners (40 conditions). The high number of conditions set in this area could be linked to the previous regulator not requiring policies to be specifically referenced in assessment regulations.

We also set 40 conditions for SET 6.1, which is the standard that requires education providers to ensure students are appropriately assessed so they meet the standards of proficiency (SOPs) when they complete the programme. We set the same number of conditions for SET 4.1, which is the standard that requires education providers to ensure that the SOPs for the profession are delivered within the curriculum. Conditions are often set around both of these standards, because if it is not clear where one or more of the SOPs is being delivered through learning outcomes, it will also be difficult to see where it is assessed.

Conclusion from the Director of Education

Compiling the annual report each year draws attention to the continually increasing and changing nature of the work of the Education Department. This year our key area of growth has been focused on programmes for social workers in England as one of the more recent professions to join the Register. We know that this work will continue over the next two academic years and be supplemented by more new work related to programmes for approved mental health professionals (AMHPs) in England. This means the number of programmes engaging with our annual monitoring and major change processes will increase accordingly in future years.

We also witnessed continued change in our existing professions. This year saw a significantly higher number of programme closures than previous years. Whilst this is due in part to a number of education providers changing their social work programme provision, the implementation of the Modernising Scientific Careers (MSC) initiative and recent changes to legislation for independent prescribing have also contributed to programme closures. Generally, these closed programmes are replaced by another programme or a suite of programmes. However, the lead-in time for approval and early notification from education providers means these new programmes will not receive approval until the next academic year.

In previous years, practice placement standards (SET 5) attracted the highest number of conditions in relation to our approval activities. In 2012–13 there has been a marked decline in the number of conditions received in relation to SET 5, which received the third highest number of conditions across all programmes overall. This is a pleasing trend that we hope to see repeated in future years. We will continue to work with education providers regarding our requirements for the quality assurance of practice placement environments.

This year we have made a number of changes to the delivery of the education seminars to address the increase in the number of professions that we now regulate and the increase in demand. We increased the number of seminars that we are holding by 50 per cent and increased the number of delegate places available from 30 to 50. The seminar themes of practice placements and student fitness to practice proved highly popular with most seminars being fully booked. In addition to these general seminars, we also ran social worker specific seminars to recognise the different level of awareness of our processes.

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. Whilst it is difficult to predict the number of major change notifications we will receive from year to year, it is interesting to note that the number of major change notifications received this year has decreased in comparison to previous years, despite the increase in approved programmes interacting with our monitoring processes. The increase in changes being withdrawn from the major change process is something we will monitor in future years as we continue to work with education providers to assist them in understanding how and when to submit notice of changes to us.

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, call +44 (0)20 7840 9812 or email education@hcpc-uk.org

Brendon Edmonds
Acting Director of Education

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List of visits and outcomes

All HCPC reports on programme approval are published on our website. If you would like more information regarding one of the visits listed below, please see our website at www.hcpc-uk.org

Education provider	Programme name	Mode	Visit date	Status at 31 August 2013
Bangor University	BSc (Hons) Diagnostic Radiography	Full Time	18 September 2012	Approved
York St John University	MSc Physiotherapy (Pre registration)	Full Time	25 September 2012	Approved
St George's, University of London	MSc Physiotherapy (Pre-registration)	Full Time	11 October 2012	Approved
Cardiff Metropolitan University	BSc (Hons) Healthcare Science (Blood Sciences)	Full Time	17 October 2012	Approved
Cardiff Metropolitan University	BSc (Hons) Healthcare Science (Cellular Sciences)	Full Time	17 October 2012	Approved
Cardiff Metropolitan University	BSc (Hons) Healthcare Science (Genetic Sciences)	Full Time	17 October 2012	Approved
Cardiff Metropolitan University	BSc (Hons) Healthcare Science (Infection Sciences)	Full Time	17 October 2012	Approved
Bangor University	MSc Occupational Therapy	Full Time Accelerated	24 October 2012	Approved
Bangor University	Pg Dip Occupational Therapy	Full Time Accelerated	24 October 2012	Approved
Oxford Brookes University	BSc (Hons) Operating Department Practice	Full Time	13 November 2012	Approved
Oxford Brookes University	BSc (Hons) Operating Department Practice	Part Time	13 November 2012	Approved
The Robert Gordon University	BSc (Hons) Diagnostic Radiography	Full Time	21 November 2012	Approved
Brunel University	MSc Physiotherapy (Pre-registration)	Full Time	4 December 2012	Approved
University of	BSc (Hons) Healthcare	Full Time	11	Approved

Sunderland	Science (Blood Science)		December 2012	
University of Sunderland	BSc (Hons) Healthcare Science (Cellular Science)	Full Time	11 December 2012	Approved
University of Sunderland	BSc (Hons) Healthcare Science (Genetic Science)	Full Time	11 December 2012	Approved
University of Sunderland	BSc (Hons) Healthcare Science (Infection Science)	Full Time	11 December 2012	Approved
Bangor University	Non-Medical / Independent Prescribing (V300)	Part Time	15 January 2013	Approved
University of Plymouth	BSc (Hons) Operating Department Practice	Full Time	15 January 2013	Approved
University of Plymouth	DipHE Operating Department Practice	Full Time	15 January 2013	Approved
University of Plymouth	MSc Occupational Therapy (Pre-registration)	Full Time	15 January 2013	Approved
University of Plymouth	MSc Occupational Therapy (Pre-registration)	Part Time	15 January 2013	Approved
University of Plymouth	Post Graduate Diploma Occupational Therapy (Pre-registration)	Full Time	15 January 2013	Approved
University of Plymouth	Post Graduate Diploma Occupational Therapy (Pre-registration)	Part Time	15 January 2013	Approved
Liverpool John Moores University	Diploma of Higher Education Paramedic Practice	Full Time	22 January 2013	Approved
University of Cumbria	FdSc Paramedic Practice	Full Time	22 January 2013	Approved
University of Cumbria	FdSc Paramedic Practice	Part Time	22 January 2013	Approved
Birmingham City University	BSc (Hons) Paramedic Science	Full Time	29 January 2013	Approved
Sheffield Hallam University	BA (Hons) Social Work	Full Time	13 February 2013	Approved
Sheffield Hallam University	BSc (Hons) Applied Nursing (Learning Disability) and Generic Social Work	Full Time	13 February 2013	Approved
Sheffield Hallam University	Masters In Social Work	Full Time	13 February 2013	Approved
Sheffield	Postgraduate Diploma in	Full Time	13 February	Approved

Hallam University	Social Work (Masters Exit Route Only)		2013	
University of Hertfordshire	BSc (Hons) Healthcare Science (Life Sciences)	Full Time	13 February 2013	Approved
University of Huddersfield	BSc (Hons) Operating Department Practice	Full Time	21 February 2013	Approved
University of Worcester	BSc (Hons) Occupational Therapy	Full Time	5 March 2013	Approved
University of Worcester	BSc (Hons) Physiotherapy	Full Time	5 March 2013	Approved
Swansea University	BSc (Hons) Healthcare Science (Audiology)	Full Time	6 March 2013	Approved
Liverpool Hope University	BA (Hons) Social Work	Full Time	7 March 2013	Approved
Liverpool Hope University	MA in Social Work	Full Time	7 March 2013	Approved
Liverpool Hope University	Postgraduate Diploma in Social Work (Masters Exit Route Only)	Full Time	7 March 2013	Approved
Coventry University	BA (Hons) in Social Work	Full Time	13 March 2013	Approved
Coventry University	BA (Hons) in Social Work	Work Based learning	13 March 2013	Approved
Coventry University	MA Social Work	Full Time	13 March 2013	Approved
Coventry University	MA Social Work	Work Based learning	13 March 2013	Approved
London South Bank University	BA (Hons) Social Work	Full Time	13 March 2013	Approved
London South Bank University	MA Social Work	Full Time	13 March 2013	Approved
London South Bank University	MA Social Work	Work Based learning	13 March 2013	Approved
London South Bank University	PG Dip Social Work (Masters Exit Route Only)	Full Time	13 March 2013	Approved
London South Bank University	PG Dip Social Work (Masters Exit Route Only)	Work Based learning	13 March 2013	Approved
University of Essex	MSc Physiotherapy (pre registration)	Full Time	19 March 2013	Approved
University of Essex	MSc Speech and Language Therapy (pre registration)	Full Time Accelerated	19 March 2013	Approved
University of Essex	Post Graduate Diploma in Physiotherapy	Full Time	19 March 2013	Approved
University of	Post Graduate Diploma	Full Time	19 March	Approved

Essex	in Speech and Language Therapy	Accelerated	2013	
University of Manchester	MA in Social Work	Full Time	19 March 2013	Approved
University of Manchester	Post Graduate Diploma in Social Work (Masters Exit Route Only)	Full Time	19 March 2013	Approved
University of Central Lancashire	BA (Hons) Social Work	Full Time	11 April 2013	Approved
University of Central Lancashire	BA (Hons) Social Work	Work Based learning	11 April 2013	Approved
University of Central Lancashire	MA in Social Work	Full Time	11 April 2013	Approved
University of Central Lancashire	MA in Social Work	Work Based Learning	11 April 2013	Approved
University of Central Lancashire	Post Graduate Diploma in Social Work (Masters Exit Route Only)	Full Time	11 April 2013	Approved
University of Central Lancashire	Post Graduate Diploma in Social Work (Masters Exit Route Only)	Work Based Learning	11 April 2013	Approved
Hidden Hearing Limited	Award in Hearing Aid Dispensing Competence	Work Based Learning	16 April 2013	Pending – Approved 12 September 2013
Bradford College	BA (Hons) Social Work	Full Time	17 April 2013	Approved
Bradford College	BA (Hons) Social Work	Part Time	17 April 2013	Approved
Teesside University	BA (Hons) Social Work	Full Time	17 April 2013	Approved
Teesside University	MA Social Work (Pre-Qualifying)	Full Time	17 April 2013	Approved
Teesside University	Postgraduate Diploma Social Work	Full Time	17 April 2013	Approved
University of Chester	BA (Hons) Social Work	Full Time	17 April 2013	Approved
University of Chester	MA Social Work	Full Time	17 April 2013	Approved
University of Chester	Postgraduate Diploma in Social Work (Masters Exit Route Only)	Full Time	17 April 2013	Approved
The City of Liverpool College	BA (Hons) in Social Work	Full Time	23 April 2013	Approved

Edge Hill University	BA (Hons) Social Work	Full Time	24 April 2013	Approved
Edge Hill University	BSc (Hons) Children's Nursing and Social Work	Full Time	24 April 2013	Approved
Edge Hill University	BSc (Hons) Learning Disabilities Nursing and Social Work	Full Time	24 April 2013	Approved
University of Salford	BA (Hons) Social Work	Full Time	30 April 2013	Approved
University of Salford	BSc (Hons) Integrated Practice Learning Disabilities Nursing and Social Work	Full Time	30 April 2013	Approved
University of Salford	MA in Social Work	Full Time	30 April 2013	Approved
University of Salford	MA in Social Work	Part Time	30 April 2013	Approved
Manchester Metropolitan University	BA (Hons) Social Work	Full Time	1 May 2013	Approved
Manchester Metropolitan University	MA Social Work	Full Time	1 May 2013	Approved
Manchester Metropolitan University	PG Dip Social Work (Masters Exit Route Only)	Full Time	1 May 2013	Approved
Anglia Ruskin University	BA (Hons) Social Work (Cambridge)	Full Time	2 May 2013	Approved
Anglia Ruskin University	BA (Hons) Social Work (Chelmsford)	Full Time	2 May 2013	Approved
Anglia Ruskin University	BA (Hons) Social Work (Chelmsford)	Part Time	2 May 2013	Approved
Anglia Ruskin University	BA (Hons) Social Work (Peterborough)	Part Time	2 May 2013	Approved
Anglia Ruskin University	MA Social Work (Cambridge)	Full Time	2 May 2013	Approved
Anglia Ruskin University	MA Social Work (Chelmsford)	Full Time	2 May 2013	Approved
University of Southampton	BSc (Hons) Healthcare Science (Audiology)	Full Time	7 May 2013	Pending – Approved 10 October 2013
University of Cumbria	BA (Hons) Social Work	Full Time	8 May 2013	Approved
University of Cumbria	MA Social Work	Full Time	8 May 2013	Approved
The Smae Institute	Diploma In Prescription Only Medicines for Podiatric Practice	Part Time	9 May 2013	Approved
Liverpool John	BA (Hons) in Social	Full Time	14 May 2013	Approved

Moore's University	Work			
Liverpool John Moores University	MA in Social Work	Full Time	14 May 2013	Approved
Liverpool John Moores University	Postgraduate Diploma Social Work (Step up to Social Work)	Work Based Learning	14 May 2013	Approved
University of Lancaster	BA (Hons) Social Work	Full Time	15 May 2013	Pending – Approved 12 September 2013
University of Lancaster	MA Social Work	Full Time	15 May 2013	Pending – Approved 12 September 2013
University of Lancaster	MA Social Work with Religious Studies	Full Time	15 May 2013	Pending – Approved 12 September 2013
University of Lancaster	Post Graduate Diploma in Social Work	Full Time	15 May 2013	Pending – Approved 12 September 2013
Aston University	BSc (Hons) Healthcare Science (Audiology)	Full Time	21 May 2013	Approved
Nottingham Trent University	BA (Hons) Social Work	Full Time	22 May 2013	Approved
Nottingham Trent University	BA (Hons) Social Work	Work Based Learning	22 May 2013	Approved
Nottingham Trent University	MA Social Work	Full Time	22 May 2013	Approved
Nottingham Trent University	MA Social Work	Work Based Learning	22 May 2013	Approved
Nottingham Trent University	PGDip in Social Work (Masters exit route only)	Full Time	22 May 2013	Approved
Nottingham Trent University	PGDip in Social Work (Masters exit route only)	Work Based Learning	22 May 2013	Approved
Coventry University	BSc (Hons) Dietetics	Full Time	28 May 2013	Approved

Coventry University	BSc (Hons) Occupational Therapy	Full Time	28 May 2013	Approved
Coventry University	BSc (Hons) Occupational Therapy	Part Time	28 May 2013	Approved
Coventry University	BSc (Hons) Occupational Therapy	Part Time (In Service)	28 May 2013	Approved
Coventry University	BSc (Hons) Physiotherapy	Full Time	28 May 2013	Approved
Coventry University	BSc (Hons) Physiotherapy (Leicester)	Full Time	28 May 2013	Approved
Coventry University	Diploma of Higher Education Operating Department Practice	Full Time	28 May 2013	Approved
Coventry University	Diploma of Higher Education Paramedic Science	Full Time	28 May 2013	Approved
Coventry University	Foundation Degree in Paramedic Science	Full Time	28 May 2013	Approved
New College Durham	BSc (Hons) Podiatry	Full Time	5 June 2013	Approved
New College Durham	Certificate in Local Analgesia	Part Time	5 June 2013	Approved
New College Durham	Prescription Only Medicine Certificate	Part Time	5 June 2013	Approved
University of Hull	BA (Hons) Social Work	Full Time	5 June 2013	Pending – Approved 10 October 2013
University of Hull	BA (Hons) Social Work	Part Time	5 June 2013	Pending – Approved 10 October 2013
University of Hull	Masters Award in Social Work	Full Time	5 June 2013	Pending – Approved 10 October 2013
University of Hull	Masters Award in Social Work	Part Time	5 June 2013	Pending – Approved 10 October 2013
University of Hull	Post Graduate Diploma Social Work (Masters Exit Route Only)	Full Time	5 June 2013	Pending – Approved 10 October 2013
University of Hull	Post Graduate Diploma Social Work (Masters Exit Route Only)	Part Time	5 June 2013	Pending – Approved 10 October 2013

University of East London	BA (Hons) Social Work	Full Time	19 June 2013	Approved
University of East London	MA in Social Work	Full Time	19 June 2013	Approved

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List of major changes and outcomes

Programme name	Date notification received	Education provider	Mode	Status at 31 August 2013
BSc (Hons) Radiotherapy and Oncology	September 2012	University of Hertfordshire	Full Time	Use annual monitoring process to review changes
Dip HE Operating Department Practice	September 2012	Bangor University	Full Time	Changes withdrawn by education provider
Certificate of Higher Education in Emergency Medical Care (incorporating the IHCD paramedic award)	September 2012	East of England Ambulance Service NHS Trust	Part Time	Sufficient evidence of SETs – no visit
Certificate of Higher Education in Emergency Medical Care	September 2012	East of England Ambulance Service NHS Trust	Part Time	Sufficient evidence of SETs – no visit
Health Psychology Research and Professional Practice (PhD)	September 2012	University of Southampton	Full Time	Sufficient evidence of SETs – no visit
Health Psychology Research and Professional Practice (PhD)	September 2012	University of Southampton	Part Time	Sufficient evidence of SETs – no visit
Health Psychology Research and Professional Practice (MPhil)	September 2012	University of Southampton	Full Time	Sufficient evidence of SETs – no visit
Health Psychology Research and Professional Practice (MPhil)	September 2012	University of Southampton	Part Time	Sufficient evidence of SETs – no visit
Foundation Degree in Paramedic Science	September 2012	Staffordshire University	Full Time	Changes withdrawn by education provider
Foundation Degree in Professional Development in Paramedic Science	September 2012	Staffordshire University	Full Time	Changes withdrawn by education provider

Diploma of Higher Education Paramedic Science	September 2012	Coventry University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Podiatry	September 2012	Cardiff Metropolitan University	Full Time	Sufficient evidence of SETs – no visit
DipHE Operating Department Practice	October 2012	University of Huddersfield	Full Time	Use approval process to review changes
Foundation Degree in Paramedic Science	October 2012	Coventry University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Diagnostic Radiography	October 2012	University of Cumbria	Full Time	Changes withdrawn by education provider
FdSc Paramedic Science	October 2012	Bournemouth University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Occupational Therapy	October 2012	University of Brighton	Part Time	Sufficient evidence of SETs – no visit
Doctorate in Clinical Psychology (DClinPsy)	October 2012	Cardiff University (Prifysgol Caerdydd)	Full Time	Sufficient evidence of SETs – no visit
FdSc Paramedic Science	October 2012	University of Portsmouth	Full Time	Changes withdrawn by education provider
FdSc Paramedic Science	October 2012	University of Portsmouth	Part Time	Changes withdrawn by education provider
BSc (Hons) Dietetics	October 2012	Coventry University	Full Time	Use approval process to review changes
BSc (Hons) Occupational Therapy	October 2012	Coventry University	Full Time	Use approval process to review changes
BSc (Hons) Occupational Therapy	October 2012	Coventry University	Part Time	Use approval process to review changes
BSc (Hons) Occupational Therapy	October 2012	Coventry University	Part Time (In Service)	Use approval process to review changes
BSc (Hons) Physiotherapy	October 2012	Coventry University	Full Time	Use approval process to review changes

Diploma of Higher Education Operating Department Practice	October 2012	Coventry University	Full Time	Use approval process to review changes
Diploma of Higher Education Paramedic Science	October 2012	Coventry University	Full Time	Use approval process to review changes
Foundation Degree in Paramedic Science	October 2012	Coventry University	Full Time	Use approval process to review changes
Doctorate in Clinical Psychology (DclinPsy)	October 2012	Teesside University	Full Time	Changes withdrawn by education provider
BSc (Hons) Physiotherapy	October 2012	University of Huddersfield	Full Time	Use annual monitoring process to review changes
DipHE Operating Department Practice	October 2012	Staffordshire University	Full Time	Sufficient evidence of SETs – no visit
DipHE Operating Department Practice	October 2012	Staffordshire University	Full Time	Sufficient evidence of SETs – no visit
Professional Doctorate in Clinical Psychology	October 2012	University of Plymouth	Full Time	Sufficient evidence of SETs – no visit
Dip HE Paramedic Practice	October 2012	University of Central Lancashire	Full Time	Changes withdrawn by education provider
BSc (Hons) Radiography (Diagnostic)	October 2012	University of Leeds	Full Time	Changes withdrawn by education provider
BSc (Hons) Diagnostic Radiography	October 2012	St George's, University of London	Full Time	Changes withdrawn by education provider
BSc (Hons) Therapeutic Radiography	October 2012	St George's, University of London	Full Time	Changes withdrawn by education provider
BSc (Hons) Paramedic Practitioner (Community	October 2012	University of Plymouth	Full Time	Sufficient evidence of SETs – no visit

Emergency Health)				
BSc (Hons) Paramedic Practitioner (Community Emergency Health)	October 2012	University of Plymouth	Part Time	Sufficient evidence of SETs – no visit
Graduate Diploma Paramedic Practitioner (Community Emergency Health)	October 2012	University of Plymouth	Full Time	Sufficient evidence of SETs – no visit
Graduate Diploma Paramedic Practitioner (Community Emergency Health)	October 2012	University of Plymouth	Part Time	Sufficient evidence of SETs – no visit
BSc (Hons) Podiatry	October 2012	University of Plymouth	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Physiotherapy	October 2012	University of Plymouth	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Dietetics	October 2012	University of Plymouth	Full Time	Sufficient evidence of SETs – no visit
DipHE Operating Department Practice	October 2012	University of Plymouth	Full Time	Use approval process to review changes
BSc (Hons) Occupational Therapy	October 2012	University of Plymouth	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Paramedic Practitioner	October 2012	University of Plymouth	Part Time	Sufficient evidence of SETs – no visit
BSc (Hons) Paramedic Practitioner	October 2012	University of Plymouth	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Healthcare Science (Audiology)	November 2012	De Montfort University	Full Time	Sufficient evidence of SETs – no visit
Prescribing for Health Care Professionals	November 2012	University of Bradford	Part Time	Use annual monitoring process to review changes
BSc (Hons) Physiotherapy	November 2012	University of East London	Full Time	Changes withdrawn by education provider

BSc (Hons) Podiatric Medicine	November 2012	University of East London	Full Time	Changes withdrawn by education provider
Doctorate in Clinical Psychology (DclinPsy)	November 2012	Teesside University	Full Time	Sufficient evidence of SETs – no visit
DipHE Paramedic Science	November 2012	Swansea University	Full Time	Sufficient evidence of SETs – no visit
M Biomed Sci	November 2012	University of Hull	Full Time	Use approval process to review changes
D.Psych in Counselling Psychology	November 2012	Glasgow Caledonian University and University of Strathclyde	Full Time	Changes withdrawn by education provider
D.Psych in Counselling Psychology	November 2012	Glasgow Caledonian University and University of Strathclyde	Part Time	Changes withdrawn by education provider
BSc (Hons) Speech and Language Therapy	November 2012	Queen Margaret University	Full Time	Changes withdrawn by education provider
DipHE Operating Department Practice	November 2012	University of Hull	Full Time	Sufficient evidence of SETs – no visit
BHSc (Hons) Occupational Therapy	November 2012	York St John University	Full Time	Sufficient evidence of SETs – no visit
BHSc (Hons) Physiotherapy	November 2012	York St John University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Podiatry	December 2012	New College Durham	Full Time	Use approval process to review changes
Certificate in Local Analgesia	December 2012	New College Durham	Part Time	Use approval process to review changes
Prescription Only Medicine Certificate	December 2012	New College Durham	Part Time	Use approval process to review changes
FdSc Paramedic Science	December 2012	University of Portsmouth	Full Time	Use annual monitoring process to review changes

FdSc Paramedic Science	December 2012	University of Portsmouth	Part Time	Use annual monitoring process to review changes
Non-Medical Prescribing	December 2012	Swansea University	Part Time	Sufficient evidence of SETs – no visit
Non-Medical Prescribing	December 2012	University of the West of Scotland	Flexible	Sufficient evidence of SETs – no visit
Non-Medical Prescribing	December 2012	University of the West of Scotland	Part Time	Sufficient evidence of SETs – no visit
Advanced Non-Medical Prescribing	December 2012	University of the West of Scotland	Part Time	Sufficient evidence of SETs – no visit
MA Art Psychotherapy	December 2012	Goldsmiths College University of London	Full Time	Sufficient evidence of SETs – no visit
MA Art Psychotherapy	December 2012	Goldsmiths College University of London	Part Time	Sufficient evidence of SETs – no visit
BSc (Hons) Healthcare Sciences - Life Sciences (Blood Sciences)	December 2012	Manchester Metropolitan University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Healthcare Sciences – Life Sciences (Cellular Sciences)	December 2012	Manchester Metropolitan University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Healthcare Sciences – Life Sciences (Genetic Sciences)	December 2012	Manchester Metropolitan University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Healthcare Sciences – Life Sciences (Infection Sciences)	December 2012	Manchester Metropolitan University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Speech and Language Therapy	December 2012	Cardiff Metropolitan University	Full Time	Use annual monitoring process to review changes
BSc (Hons) Speech and Language Therapy	December 2012	Cardiff Metropolitan University	Full Time	Use annual monitoring process to review changes

DipHE Operating Department Practice	December 2012	University of East Anglia	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Human Communication – Speech and Language Therapy	January 2013	De Montfort University	Full Time	Use annual monitoring process to review changes
BSc (Hons) Human Communication – Speech and Language Therapy	January 2013	De Montfort University	Part Time	Use annual monitoring process to review changes
BSc (Hons) Physiotherapy	January 2013	University of East London	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Podiatric Medicine	January 2013	University of East London	Full Time	Sufficient evidence of SETs – no visit
Prescribing for Non Medical Health Professionals	January 2013	Northumbria University at Newcastle	Full Time	Sufficient evidence of SETs – no visit
Prescribing for Non Medical Health Professionals	January 2013	Northumbria University at Newcastle	Part Time	Sufficient evidence of SETs – no visit
BSc (Hons) Applied Biomedical Science	January 2013	Middlesex University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Occupational Therapy	January 2013	University of East Anglia	Full Time	Changes withdrawn by education provider
Clinical Psychology Doctorate (ClinPsyD)	January 2013	University of Birmingham	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Dietetics	January 2013	Leeds Metropolitan University	Full Time	Sufficient evidence of SETs – no visit
Pg Dip Speech and Language Therapy	February 2013	City University	Full Time	Sufficient evidence of SETs – no visit
MSc Speech and Language Therapy	February 2013	City University	Full Time	Sufficient evidence of SETs – no visit
Non-Medical Prescribing	February 2013	Swansea University	Part Time	Changes withdrawn by education provider

BSc (Hons) Occupational Therapy	February 2013	University of the West of England, Bristol	Full Time	Use annual monitoring process to review changes
BSc (Hons) Occupational Therapy	February 2013	University of the West of England, Bristol	Part Time	Use annual monitoring process to review changes
BSc (Hons) Physiotherapy	February 2013	University of the West of England, Bristol	Full Time	Use annual monitoring process to review changes
Graduate Diploma Physiotherapy	February 2013	University of the West of England, Bristol	Full Time	Use annual monitoring process to review changes
MSc Radiotherapy and Oncology	February 2013	University of the West of England, Bristol	Full Time	Use annual monitoring process to review changes
BSc (Hons) Radiotherapy and Oncology	February 2013	University of the West of England, Bristol	Full Time	Use annual monitoring process to review changes
BSc (Hons) Therapeutic Radiography	February 2013	University of Portsmouth	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Diagnostic Radiography	February 2013	University of Portsmouth	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Occupational Therapy	February 2013	University of Liverpool	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Healthcare Science (Blood Science)	February 2013	University of the West of England, Bristol	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Healthcare Science (Blood Science)	February 2013	University of the West of England, Bristol	Part Time	Sufficient evidence of SETs – no visit
BSc (Hons) Healthcare Science (Genetic Science)	February 2013	University of the West of England, Bristol	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Healthcare Science (Genetic Science)	February 2013	University of the West of England, Bristol	Part Time	Sufficient evidence of SETs – no visit

BSc (Hons) Healthcare Science (Infection Science)	February 2013	University of the West of England, Bristol	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Healthcare Science (Infection Science)	February 2013	University of the West of England, Bristol	Part Time	Sufficient evidence of SETs – no visit
BSc (Hons) Healthcare Science (Tissue Science)	February 2013	University of the West of England, Bristol	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Healthcare Science (Tissue Science)	February 2013	University of the West of England, Bristol	Part Time	Sufficient evidence of SETs – no visit
BSc (Hons) Applied Biomedical Science (Clinical)	February 2013	University of the West of England, Bristol	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Applied Biomedical Science (Clinical)	February 2013	University of the West of England, Bristol	Block Release	Sufficient evidence of SETs – no visit
Dip HE Operating Department Practice	February 2013	Cardiff University (Prifysgol Caerdydd)	Full Time	Use annual monitoring process to review changes
BSc (Hons) Radiotherapy	February 2013	University of Liverpool	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Diagnostic Radiography	February 2013	University of Liverpool	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Physiotherapy	February 2013	St George's, University of London	Full Time	Sufficient evidence of SETs – no visit
Diploma of Higher Education Paramedic Science	February 2013	Coventry University	Full Time	Use approval process to review changes
BSc (Hons) Physiotherapy	February 2013	Keele University	Full Time	Sufficient evidence of SETs – no visit
DPsych in existential-phenomenological Counselling Psychology	February 2013	Regent's University London	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Occupational Therapy	February 2013	Glyndwr University	Part Time	Use annual monitoring process to

				review changes
Pg Dip Dietetics	February 2013	Leeds Metropolitan University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Podiatry	February 2013	University of Ulster	Full Time	Sufficient evidence of SETs – no visit
Foundation Degree in Professional Development in Paramedic Science	February 2013	Staffordshire University	Full Time	Sufficient evidence of SETs – no visit
Foundation Degree in Paramedic Science	February 2013	Staffordshire University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Physiotherapy	February 2013	Leeds Metropolitan University	Full Time	Sufficient evidence of SETs – no visit
Diploma of Higher Education Operating Department Practice	March 2013	University Campus Suffolk	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Speech and Language Therapy	March 2013	Queen Margaret University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Diagnostic Radiography	March 2013	St George's, University of London	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Therapeutic Radiography	March 2013	St George's, University of London	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Operating Department Practice	March 2013	Edge Hill University	Full Time	Changes withdrawn by education provider
BSc (Hons) Physiotherapy	March 2013	University of East Anglia	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Occupational Therapy	March 2013	University of East Anglia	Full Time	Sufficient evidence of SETs – no visit
Supplementary Prescribing for Allied Health Professionals (Non Medical Prescribing)	March 2013	Bournemouth University	Part Time	Sufficient evidence of SETs – no visit

BSc (Hons) Applied Biomedical Science	March 2013	Manchester Metropolitan University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Applied Biomedical Science	March 2013	Manchester Metropolitan University	Part Time	Sufficient evidence of SETs – no visit
BSc (Hons) Healthcare Sciences – Life Sciences (Blood Sciences)	March 2013	Manchester Metropolitan University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Healthcare Sciences – Life Sciences (Cellular Sciences)	March 2013	Manchester Metropolitan University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Healthcare Sciences – Life Sciences (Genetic Sciences)	March 2013	Manchester Metropolitan University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Healthcare Sciences – Life Sciences (Infection Sciences)	March 2013	Manchester Metropolitan University	Full Time	Sufficient evidence of SETs – no visit
Professional Doctorate in Counselling Psychology	March 2013	University of the West of England, Bristol	Full Time	Changes withdrawn by education provider
Professional Doctorate in Counselling Psychology	March 2013	University of the West of England, Bristol	Part Time	Changes withdrawn by education provider
BSc (Hons) Diagnostic Radiography	March 2013	Birmingham City University	Full Time	Changes withdrawn by education provider
BSc (Hons) Diagnostic Radiography	March 2013	Birmingham City University	Part Time	Changes withdrawn by education provider
BSc (Hons) Radiotherapy	March 2013	Birmingham City University	Full Time	Changes withdrawn by education provider
BSc (Hons) Radiotherapy	March 2013	Birmingham City University	Part Time	Changes withdrawn by education provider

BSc (Hons) Diagnostic Radiography	March 2013	Birmingham City University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Diagnostic Radiography	March 2013	Birmingham City University	Part Time	Sufficient evidence of SETs – no visit
MSc Occupational Therapy (Pre-registration)	March 2013	Glasgow Caledonian University	Full Time	Use annual monitoring process to review changes
Foundation Degree in Paramedic Science	March 2013	University of Hertfordshire	Full Time	Changes withdrawn by education provider
BSc (Hons) Orthoptics	March 2013	University of Liverpool	Full Time	Sufficient evidence of SETs – no visit
Professional Doctorate in Counselling Psychology	March 2013	University of East London	Part Time	Sufficient evidence of SETs – no visit
MSc Occupational Therapy (Pre-registration)	March 2013	Brunel University	Full Time	Use annual monitoring process to review changes
MSc Physiotherapy (Pre-registration)	April 2013	Glasgow Caledonian University	Full Time	Sufficient evidence of SETs – no visit
MSc Occupational Therapy (Pre-registration)	April 2013	Brunel University	Full Time	Use approval process to review changes
Supplementary Prescribing	April 2013	Sheffield Hallam University	Part Time	Sufficient evidence of SETs – no visit
MA Art Psychotherapy	April 2013	University of Wales, Newport	Part Time	Changes withdrawn by education provider
MA Music Therapy	April 2013	University of Wales, Newport	Part Time	Changes withdrawn by education provider
MSc Health Psychology	April 2013	University of Glamorgan	Full Time	Changes withdrawn by education provider
MSc Health Psychology	April 2013	University of Glamorgan	Part Time	Changes withdrawn by education provider

Supplementary Prescribing	April 2013	University of Glamorgan	Part Time	Changes withdrawn by education provider
Doctorate in Clinical Psychology (DClinPsychol)	April 2013	Canterbury Christ Church University	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Podiatry	April 2013	Queen Margaret University	Full Time	Use annual monitoring process to review changes
BSc (Hons) Physiotherapy	April 2013	Glasgow Caledonian University	Full Time	Sufficient evidence of SETs – no visit
Doctorate in Counselling Psychology	April 2013	University of Manchester	Full Time	Use annual monitoring process to review changes
MSc Physiotherapy (Pre-registration)	April 2013	The Robert Gordon University	Full Time	Changes withdrawn by education provider
BSc (Hons) Occupational Therapy	May 2013	Oxford Brookes University	Full Time	Changes withdrawn by education provider
BSc (Hons) Occupational Therapy	May 2013	Oxford Brookes University	Part Time	Changes withdrawn by education provider
DipHE Operating Department Practice	May 2013	University of Hull	Full Time	Use approval process to review changes
BSc (Hons) Podiatry	May 2013	Glasgow Caledonian University	Full Time	Use approval process to review changes
BSc (Hons) Radiotherapy and Oncology	May 2013	Glasgow Caledonian University	Full Time	Use approval process to review changes
BSc (Hons) Diagnostic Imaging	May 2013	Glasgow Caledonian University	Full Time	Use approval process to review changes
MSc Occupational Therapy (Pre-registration)	May 2013	Glasgow Caledonian University	Full Time	Use approval process to review changes
MSc Physiotherapy (Pre-registration)	May 2013	Glasgow Caledonian University	Full Time	Use approval process to review changes

BSc (Hons) Occupational Therapy	May 2013	Glasgow Caledonian University	Full Time	Use approval process to review changes
BSc (Hons) Physiotherapy	May 2013	Glasgow Caledonian University	Full Time	Use approval process to review changes
Diploma in Higher Education Hearing Aid Audiology	May 2013	Queen Margaret University	Full Time	Pending – eventual outcome of sufficient evidence of SETs – no visit
BSc (Hons) Diagnostic Radiography	May 2013	Sheffield Hallam University	Full Time	Changes withdrawn by education provider
BSc (Hons) Physiotherapy	May 2013	Sheffield Hallam University	Full Time	Changes withdrawn by education provider
BSc (Hons) Radiotherapy and Oncology	May 2013	Sheffield Hallam University	Full Time	Changes withdrawn by education provider
Diploma of Higher Education Operating Department Practice	May 2013	Sheffield Hallam University	Full Time	Changes withdrawn by education provider
BSc (Hons) Occupational Therapy	May 2013	Sheffield Hallam University	Full Time	Changes withdrawn by education provider
Diploma of Higher Education Paramedic Practice	May 2013	Sheffield Hallam University	Full Time	Changes withdrawn by education provider
BSc (Hons) Radiotherapy and Oncology	May 2013	University Campus Suffolk	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Applied Biomedical Science	May 2013	University of Sunderland	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Healthcare Science (Blood Science)	May 2013	University of Sunderland	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Healthcare Science (Cellular	May 2013	University of Sunderland	Full Time	Sufficient evidence of SETs – no visit

Science)				
BSc (Hons) Healthcare Science (Genetic Science)	May 2013	University of Sunderland	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Healthcare Science (Infection Science)	May 2013	University of Sunderland	Full Time	Sufficient evidence of SETs – no visit
MA Integrative Arts Psychotherapy	May 2013	Institute of Arts in Therapy and Education	Part Time	Changes withdrawn by education provider
Foundation Science Degree in Paramedic Science	June 2013	St George's, University of London	Full Time	Sufficient evidence of SETs – no visit
Foundation Science Degree in Paramedic Science	June 2013	St George's, University of London	Part Time	Sufficient evidence of SETs – no visit
Clinical Pharmacology for Podiatrists	June 2013	University of Huddersfield	Part Time	Sufficient evidence of SETs – no visit
DPsych (Existential Counselling Psychology and Psychotherapy)	June 2013	New School of Psychotherapy and Counselling and Middlesex University	Full Time	Use annual monitoring process to review changes
Doctorate in Counselling Psychology and Psychotherapy by Professional Studies (DCPsych)	June 2013	New School of Psychotherapy and Counselling and Middlesex University	Full Time	Use annual monitoring process to review changes
Foundation Degree in Paramedic Science	June 2013	University of Hertfordshire	Full Time	Changes withdrawn by education provider
DipHE Paramedic Science	June 2013	Swansea University	Full Time	Sufficient evidence of SETs – no visit
Diploma Higher Education Paramedic Science for Emergency Medical Technicians	June 2013	Swansea University	Part Time	Sufficient evidence of SETs – no visit

Doctorate in Clinical Psychology (ClinPsyD)	June 2013	University of East Anglia	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Occupational Therapy	June 2013	University of Cumbria	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Occupational Therapy	June 2013	University of Cumbria	Part Time	Sufficient evidence of SETs – no visit
MSc Physiotherapy (pre registration, Accelerated route)	June 2013	University of Cumbria	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Physiotherapy	June 2013	University of Cumbria	Full Time	Sufficient evidence of SETs – no visit
MSc Physiotherapy (pre-registration)	June 2013	University of Cumbria	Full Time	Sufficient evidence of SETs – no visit
DipHE Operating Department Practice	June 2013	University of Plymouth	Full Time	Sufficient evidence of SETs – no visit
MSc Occupational Therapy (Accelerated route)	June 2013	University of Cumbria	Full Time	Sufficient evidence of SETs – no visit
MSc Occupational Therapy (pre-registration)	June 2013	University of Cumbria	Full Time	Sufficient evidence of SETs – no visit
Doctorate in Forensic Psychology Practice (ForenPsyD)	June 2013	University of Birmingham	Full Time	Use annual monitoring process to review changes
Doctorate in Forensic Psychology Practice (ForenPsyD)	June 2013	University of Birmingham	Part Time	Use annual monitoring process to review changes
MSc Physiotherapy (Pre-registration)	July 2013	Teesside University	Full Time	Sufficient evidence of SETs – no visit
Pg Dip Physiotherapy (Pre-registration)	July 2013	Teesside University	Full Time	Sufficient evidence of SETs – no visit
DipHE Paramedic Practice	July 2013	Scottish Ambulance Academy and Glasgow Caledonian	Full Time	Sufficient evidence of SETs – no visit

		University		
Doctor of Educational and Child Psychology (DEdCPsy)	July 2013	University of Sheffield	Full Time	Pending – eventual outcome of sufficient evidence of SETs – no visit
BSc in Operating Department Practice	July 2013	Glasgow Caledonian University	Full Time	Use approval process to review changes
BSc (Hons) Human Nutrition and Dietetics	July 2013	Glasgow Caledonian University	Full Time	Use annual monitoring process to review changes
Pg Dip Dietetics (Pre-Registration)	July 2013	Glasgow Caledonian University	Full Time	Use annual monitoring process to review changes
BSc (Hons) Physiotherapy	July 2013	University of Birmingham	Full Time	Changes withdrawn by education provider
BSc (Hons) Physiotherapy	July 2013	University of Birmingham	Flexible	Changes withdrawn by education provider
MSc Physiotherapy (Pre-registration)	July 2013	University of Birmingham	Full Time	Changes withdrawn by education provider
Dip HE Paramedic Practice	July 2013	University of Central Lancashire	Full Time	Changes withdrawn by education provider
BSc (Hons) Paramedic Science (London)	July 2013	University of Greenwich	Full Time	Pending – eventual outcome of sufficient evidence of SETs – no visit
BSc (Hons) Applied Biomedical Science	July 2013	University of Sunderland	Full Time	Use annual monitoring process to review changes
DPsych in existential-phenomenological Counselling	July 2013	Regent's University London	Full Time	Use annual monitoring process to review changes

Psychology				
BSc (Hons) Radiography (Diagnostic)	July 2013	University of Ulster	Full Time	Sufficient evidence of SETs – no visit
BSc (Hons) Diagnostic Radiography and Imaging	July 2013	University of Ulster	Full Time	Sufficient evidence of SETs – no visit
Foundation Degree in Paramedic Science	July 2013	University of Hertfordshire	Full Time	Pending – eventual outcome of sufficient evidence of SETs – no visit
Doctorate in Child, Community and Educational Psychology (D.Ch.Ed.Psych.)	July 2013	Tavistock and Portman NHS Foundation Trust	Full Time	Changes withdrawn by education provider
Doctorate in Educational, Child and Adolescent Psychology (DECAP)	July 2013	Queen's University of Belfast	Full Time	Pending – eventual outcome of sufficient evidence of SETs – no visit
Doctorate in Clinical Psychology (DclinPsychol)	August 2013	University of Southampton	Full Time	Pending – eventual outcome of sufficient evidence of SETs – no visit
Doctorate in Clinical Psychology (DClinPsychol)	August 2013	Canterbury Christ Church University	Full Time	Pending – eventual outcome of sufficient evidence of SETs – no visit
BSc (Hons) Physiotherapy	August 2013	Leeds Metropolitan University	Full Time	Pending – eventual outcome of sufficient evidence of SETs – no visit
BSc (Hons) Radiotherapy and Oncology	August 2013	Cardiff University (Prifysgol Caerdydd)	Full Time	Pending – eventual outcome of sufficient evidence of SETs – no visit

BSc (Hons) Physiotherapy	August 2013	Cardiff University (Prifysgol Caerdydd)	Full Time	Pending – eventual outcome of sufficient evidence of SETs – no visit
BSc (Hons) Diagnostic Radiography and Imaging	August 2013	Cardiff University (Prifysgol Caerdydd)	Full Time	Pending – eventual outcome of sufficient evidence of SETs – no visit
BSc (Hons) Occupational Therapy	August 2013	Cardiff University (Prifysgol Caerdydd)	Full Time	Pending – eventual outcome of sufficient evidence of SETs – no visit
Pg Dip Dietetics (Pre-Registration)	August 2013	Glasgow Caledonian University	Full Time	Pending – eventual outcome of sufficient evidence of SETs – no visit
Doctorate in Clinical Psychology (DClinPsy)	August 2013	University of East London	Full Time	Pending – eventual outcome of sufficient evidence of SETs – no visit
FD in Pre Hospital Unscheduled and Emergency Care	August 2013	University of Worcester	Full Time	Use annual monitoring process to review changes
Professional Doctorate in Counselling Psychology	August 2013	University of the West of England, Bristol	Full Time	Pending – eventual outcome of sufficient evidence of SETs – no visit
Professional Doctorate in Counselling Psychology	August 2013	University of the West of England, Bristol	Part Time	Pending – eventual outcome of sufficient evidence of SETs – no visit
Dip (HE) Operating Department Practitioner	August 2013	Buckinghamshire New University	Full Time	Pending – eventual outcome of sufficient

				evidence of SETs – no visit
Post Graduate Diploma in Practitioner Forensic Psychology	August 2013	Cardiff Metropolitan University	Full Time	Pending – eventual outcome to use approval process to review changes
Post Graduate Diploma in Practitioner Forensic Psychology	August 2013	Cardiff Metropolitan University	Part Time	Pending – eventual outcome to use approval process to review changes
DipHE Operating Department Practice	August 2013	Staffordshire University	Full Time	Pending – eventual outcome to use annual monitoring process to review changes
MSc Music Therapy (Nordoff Robbins)	August 2013	Queen Margaret 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