

## Education and Training Committee – 5 March 2015

### Education annual report 2014

#### Executive summary and recommendations

##### **Introduction**

The ninth Education annual report covers the period 1 September 2013 to 31 August 2014 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 2014 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 2014-15.

##### **Appendices**

Education annual report 2014

**[Front cover]**

**[HCPC logo]**

**1 September 2013 to 31 August 2014 [strapline]**

**Education annual report 2014 [main title]**

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## Foreword

Welcome to the ninth Education annual report of the Health and Care Professions Council (HCPC). This report covers the period 1 September 2013 to 31 August 2014.

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 successful 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 2013–14 academic year has seen the Education Department's workload increase once again. We carried out the second year of our scheduled approval visits to programmes for social workers in England following the opening of the Register to this profession on 1 August 2012. We also undertook the first year of scheduled approval visits to post-registration programmes for approved mental health professionals (AMHP) in England following the introduction of the approval criteria for this entitlement in 2012–13.

This year we also assessed and approved 100 post-registration independent prescribing programmes for chiropodists / podiatrists and physiotherapists against our standards for prescribing following legislative change in August 2013.

We also engaged with education providers throughout 2013–14 to prepare them for meeting our new standard of education and training about service user and carer involvement in education and training programmes from September 2014.

Like other areas of our work, the evidence-base has grown considerably each year. However, we do not report on all facets of the data, but we do provide:

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

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.

**Joy Tweed**  
**Chair of the Education and Training Committee**

# Introduction

## About us

We are the Health and Care Professions Council, a regulator 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, visit [www.hcpc-uk.org](http://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, visit [www.hcpc-uk.org](http://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 (ETC) 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 ETC needs 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 process. 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 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. This follows 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](http://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 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 each year.

## Number of approved programmes

The Education Department's workload focuses on two key areas. The first 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 is the approval and monitoring of currently approved programmes that 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 in a profession's curriculum as it evolves over time.

The opening of the Register to social workers in England has resulted in significant increases in the approval and monitoring of new programmes. This academic year, we have visited 115 social work pre-registration programmes at 45 education providers and seventeen post-registration approved mental health professional (AMHP) programmes at eleven education providers.

This year, we also undertook an exercise to assess and approve prescribing programmes following a change in legislation which extended independent prescribing rights to chiropodists / podiatrists and physiotherapists. We assessed and approved 100 programmes via this process, which did not involve approval visits.

In 2013–14 education providers have also made significant changes to programmes which has resulted in new versions of programmes running simultaneously with previous versions of the programme, 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 2013–14 academic year there were 1,091 approved programmes with individuals enrolled and yet to complete their studies. At the end of 2013–14, 1,176 programmes were approved and began to take on students.

Over the year, 160 programmes were approved or opened whilst 75 approved programmes were closed after all students completed their studies. This figure is lower than last year, when 124 programmes were closed. These figures do not match the numbers of approval visits undertaken in the 2013–14 academic year. This is for two reasons. Firstly, 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. Secondly, the 88 prescribing programmes which began to take on students in 2013–14 were all approved via the amended approval process mentioned above, so no visits took place to these programmes. There are two reasons which explain the number of programme closures in 2013–14. Firstly, we continued to see a number of programmes closed after the transfer of the register for social workers in England to the HCPC, as education providers reviewed their social work provision as part of the approval process. More

information on these specific programme closures can be found later in this report. Secondly, during the assessment and approval of new or revised prescribing programmes, we asked education providers to let us know about the programmes they were consequently not running anymore.

Similarly to the 2009–10 and 2011–12 academic years, we have seen a lower number of programme closures in 2013–14 in comparison to the high number of new programmes which were approved this year.

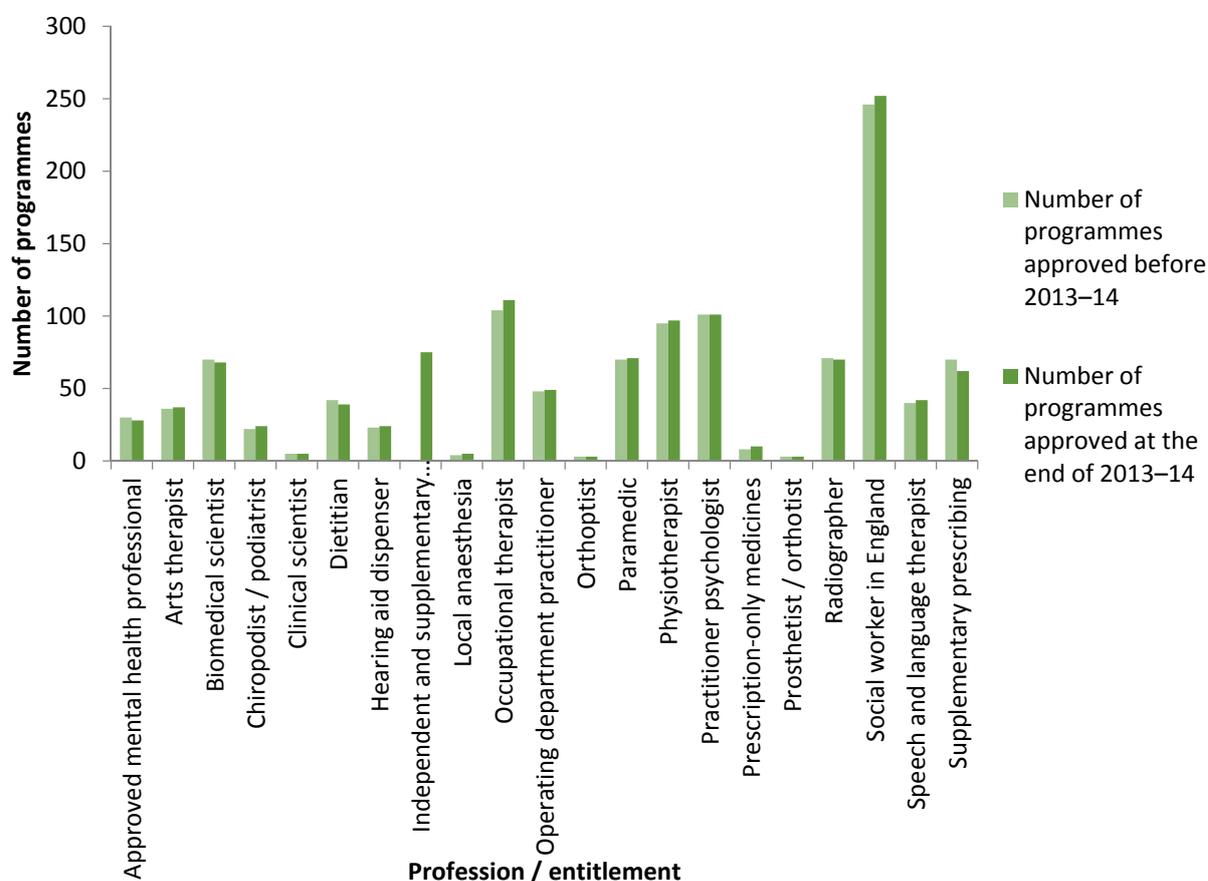
As we have seen with supplementary prescribing programmes, existing programmes are often closed in response to a new programme being introduced. However, programme closure is associated with the duration of a programme, which can be up to four years. This means that as one programme is superseded by 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.

**Table 1 Number of programmes approved and open before, during and at the end of 2013–14, by profession / entitlement**

Profession / entitlement	Number of programmes approved before 2013–14	Number of new programmes approved during 2013–14	Number of programmes closed during 2013–14	Number of programmes approved at the end of 2013–14
Approved mental health professional	30	2	4	28
Arts therapist	36	1	0	37
Biomedical scientist	70	5	7	68
Chiropodist / podiatrist	22	2	0	24
Clinical scientist	5	0	0	5
Dietitian	42	0	3	39
Hearing aid dispenser	23	4	3	24
Independent and supplementary prescribing	0	75	0	75
Local anaesthesia	4	1	0	5
Occupational therapist	104	7	0	111

Operating department practitioner	48	4	3	49
Orthoptist	3	0	0	3
Paramedic	70	5	4	71
Physiotherapist	95	4	2	97
Practitioner psychologist	101	2	2	101
Prescription-only medicines	8	2	0	10
Prosthetist / orthotist	3	0	0	3
Radiographer	71	0	1	70
Social worker in England	246	29	23	252
Speech and language therapist	40	2	0	42
Supplementary prescribing	70	15	23	62
<b>Total</b>	<b>1,091</b>	<b>160</b>	<b>75</b>	<b>1,176</b>

**Graph 1 Number of programmes approved and open, before and during 2013–14, by profession / entitlement**



We approved 160 new programmes this year that began running in 2013–14. A number of programmes approved this year did not start running until 2014–15, so they are not included in the figures above. This includes twelve prescribing programmes. In comparison to 2012–13, when 66 new programmes were approved, there has been a significant increase in new approved programmes. However, 88 of the new programmes approved in 2013–14 were prescribing programmes and we approved 72 new programmes via the traditional approval process. This suggests that new programme generation across our existing professions this year was broadly consistent with 2012–13. There were also 104 transitionally approved programmes for social workers in England that received open-ended approval in 2013–14.

Although the overall profile of programmes across professions has remained consistent this year when compared to 2012–13, the number of paramedic programmes delivered in, or in conjunction with, higher education institutions at BSc (Hons) level has increased. In 2014–15 we plan to review SET 1: Level of qualification for entry to the Register for paramedics. We will consider the range of qualification levels at which approved paramedic programmes are delivered as part of this work. 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.

Supplementary prescribing (SP) programme numbers have decreased by eleven per cent this year, which can be explained by education providers reviewing the viability of SP programmes as a result of changes in legislation which allow more allied health professions to undertake independent prescribing.

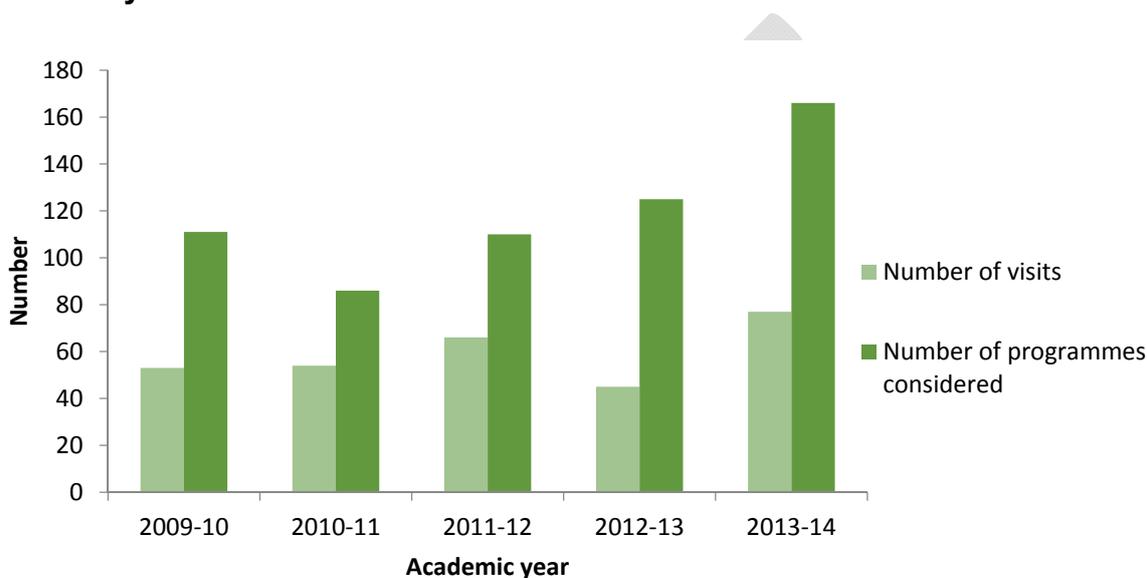
There is no clear reason for the seven per cent reduction in dietitian programmes, or the increases in local anaesthesia (25 %), prescription only medicine (25 %), chiropodist / podiatrist (9 %), and occupational therapy (7 %) programmes. Some of the programme numbers for these professions and entitlements are relatively small, so changes to overall numbers by one or two programmes can be significant in terms of percentage change.

# Approval

## Number of approval visits

This year we conducted 77 visits covering 166 programmes. We received formal requests to undertake 89 approval visits. However, nine visits were cancelled before they took place, one education provider withdrew from the process at the visit, and two withdrew from the process after the visit.

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



Graph 2 illustrates how the number of visits and number of programmes visited has changed over the last five academic 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. The number of visits 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.

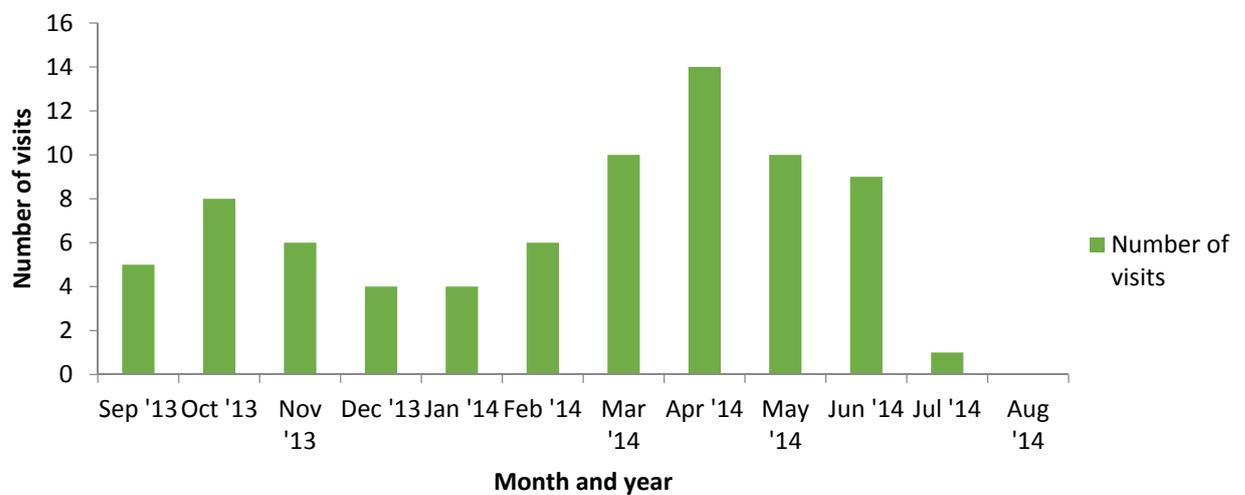
There was a decrease in the number of visits undertaken in 2012–13 in comparison to previous years, although there was an increase in the number of programmes considered. This is partly due to the visit scheduling exercise that we undertook when planning our workload for the approval and monitoring of social work programmes.

When the Register for social workers in England opened on 1 August 2012, allowing for the six-month notice period we normally require for an approval visit, 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 period in which to visit these programmes. We therefore planned to visit social work programmes at 20 education providers.

We had initially planned to undertake 49 visits to transitionally approved social work and approved mental health professional (AMHP) programmes in the 2013–14 academic year and 39 in 2014–15. However, these numbers changed once education providers reviewed their social work provision and account for the increase in both number of visits undertaken and programmes considered in 2013–14.

This year we undertook 48 visits to transitionally approved social work and AMHP programmes. As there was some movement of visits between academic years, some education providers cancelled their visit and stopped running their programmes, and we received requests to visit new programmes at new education providers.

**Graph 3 Number of visits – per month**



Graph 3 shows how visits were distributed across the 2013–14 academic year. As in previous academic years, there is a peak of activity between March and May. As expected, we have not seen the peak of visits in June which occurred last year. This was because June 2012 was the last available month for us to visit practitioner psychologist programmes as part of the three year schedule of visits following the opening of the Register in July 2009, and allowing for a new cohort in September 2012. Similarly to previous years, only one visit was undertaken over the summer months of July and August. This is expected, given that most programmes seek to complete the approval process in time for September intakes.

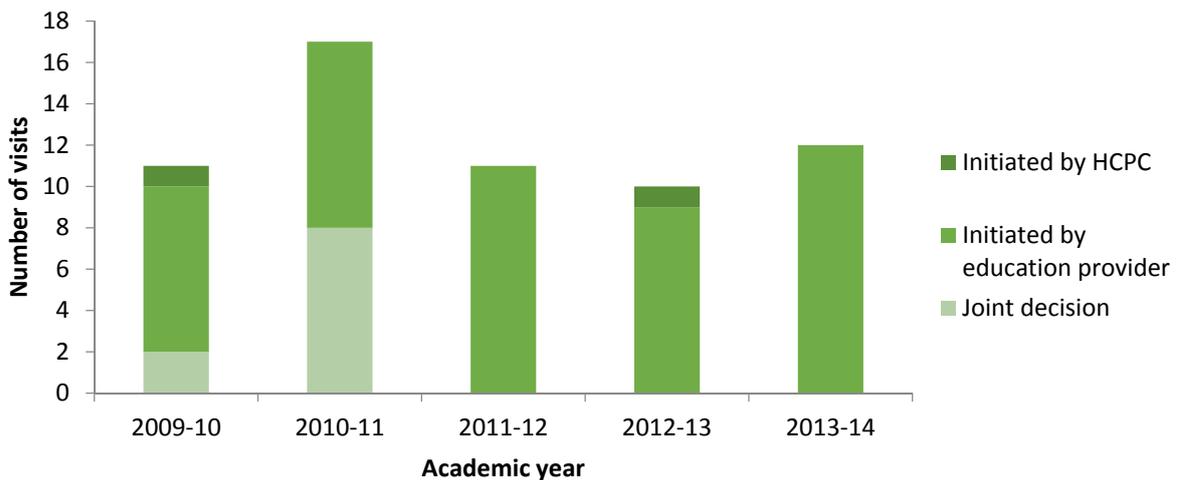
We still prefer education providers to avoid selecting months late in the summer for visits, due to the availability of staff and students, and to ensure that there is sufficient time for any conditions on approval to be met before a September start date. However, in some instances education providers 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 increase throughout the year, the choice education providers have over which dates to select is reduced, as competition for appointments 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 academic 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.

Eight of the twelve visits cancelled were visits to new programmes. These providers decided not to seek HCPC approval. The four remaining visits were to transitionally approved social work or AMHP programmes. Two of these visits were rescheduled and education providers closed the programmes which were due to be visited at the two remaining visits.

**Graph 5 When visits were cancelled**



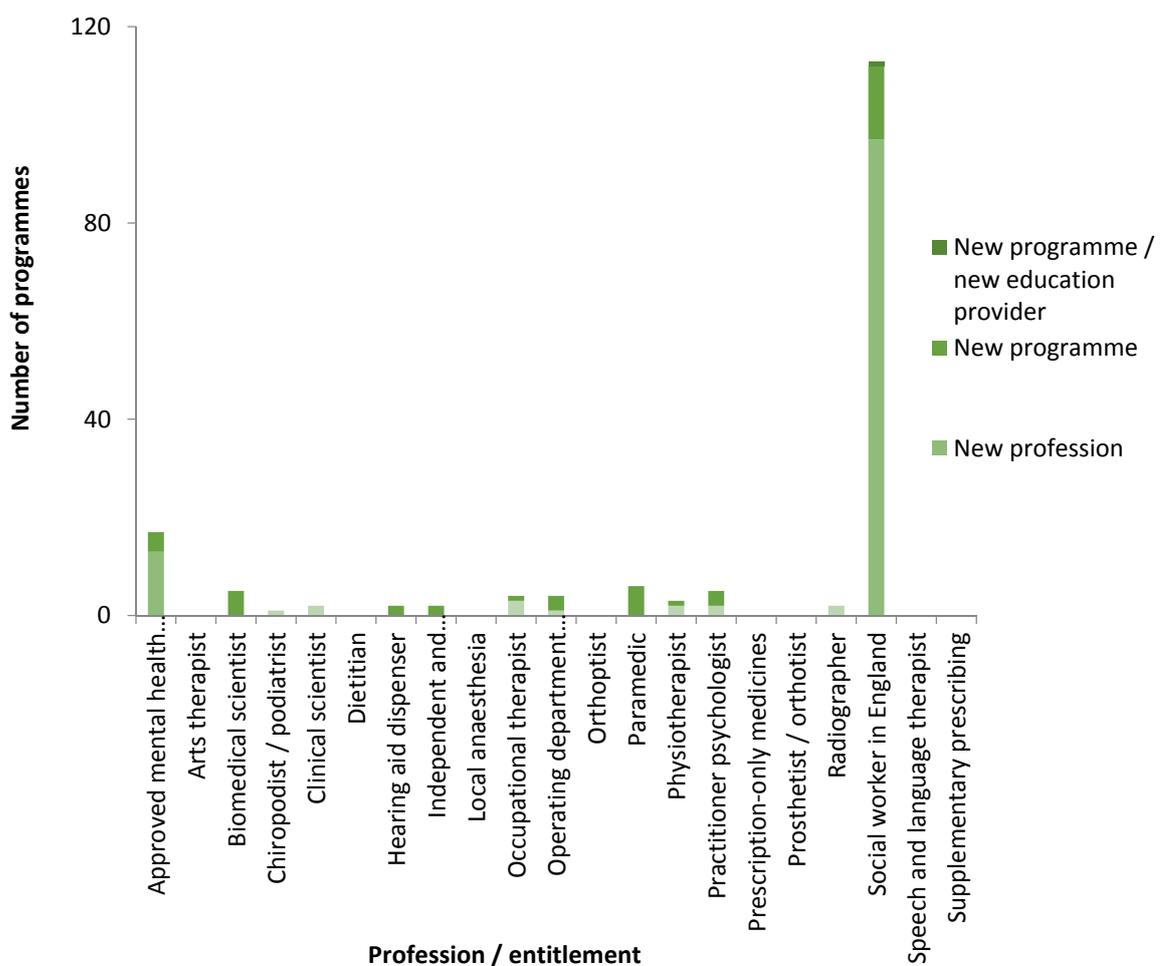
Nine visits were cancelled before they took place, one education provider withdrew from the process at the visit, and two withdrew from the process after the visit. The programme that withdrew from the process after the visit was a new programme

seeking approval for the first time. In the two cases where the education provider withdrew from the process following the visit, we had sent them an approval report which placed a number of conditions on different areas of the programme. In all three instances, the education providers decided to not pursue approval, and withdrew from the process before visitors' reports were considered by the ETC.

Education providers can decide to withdraw from completing our approval process at any point prior to the ETC's approval of the visitors report. Once the report is approved, an education provider must complete the process and meet any conditions placed on the approval of a programme. For these reasons, it is usually the case that education providers withdraw prior to this, particularly where conditions placed on approval may be difficult for a programme to meet.

### What types of programmes were visited?

**Graph 6 Number of programmes visited, by profession and reason for visit**



The number of visits this academic year was influenced by our work with social work programmes (see Graph 6). As in the previous two academic years, the majority of visits were to programmes which had transferred to us from a new profession, rather than new programmes. This continues the trend from last year, when most visits

were also to social work programmes, after the Register for this profession opened in August 2012. This year, we also began reviewing transitionally approved AMHP programmes. We enter our final year of scheduled visits to transitionally approved social work and AMHP programmes next year.

New programme visits were the second most common reason for a visit, after new profession visits. Although we visited the majority of education providers in the 2013–14 academic year 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.

In 2012–13, excluding the new social work programmes, there was an equal number of visits arising from major change and the number of new programme visits to other professions. This year, that was not the case and there have been more new programme visits (27) compared to the number of visits arising from major change (13).

Annual monitoring has always been an infrequent reason for a visit, due to the relatively small number of programmes which do not have approval reconfirmed in the annual monitoring process. No visits took place as a result of an annual monitoring submission in this academic year.

### Outcomes of visits

After an approval visit, visitors can make one of four recommendations to the ETC.

- 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.

All programmes visited in the 2013–14 academic year were recommended for approval and six programmes visited were recommended for approval without any conditions.

**Table 2 Summary of outcomes**

<b>Decision</b>	<b>Number of outcomes</b>	<b>Percentage</b>
Approval of a programme without any conditions	6	4
Approval of a programme subject to all conditions being met	153	92
Non-approval of a new programme	0	0

Withdrawal of approval from a currently approved programme	0	0
Pending	7	4

Table 2 summarises all the outcomes from the visits that took place in the 2013–14 academic year. Of the pending decisions, all seven received a final decision for approval in December 2014. 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 these figures do not include the programmes that were withdrawn from the approval process.

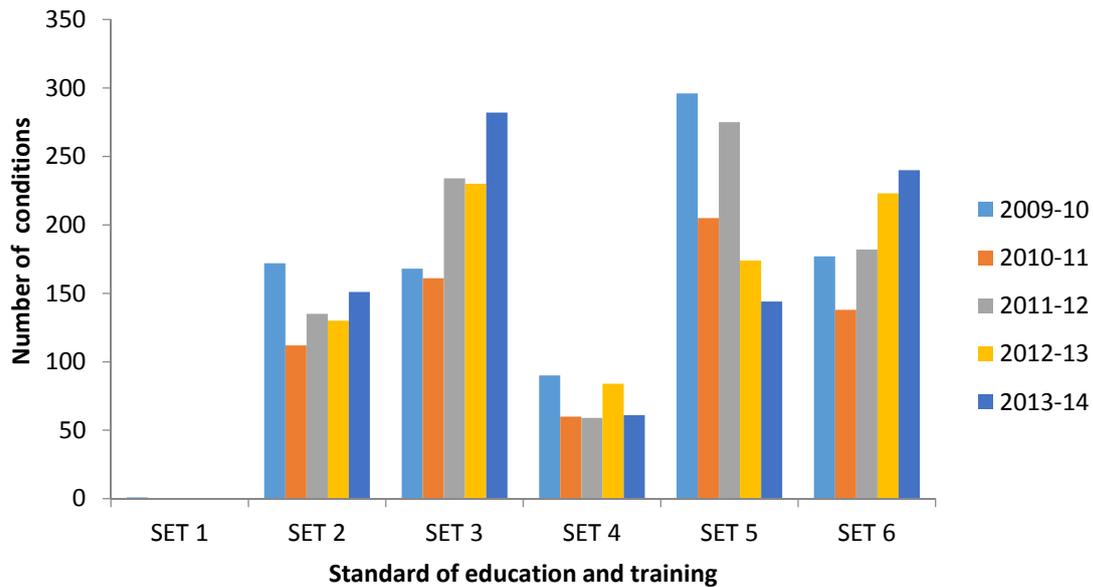
### Conditions

‘Conditions’ are requirements made of an education provider by our Education and Training Committee (ETC). These conditions 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. In 2013–14 there were 57 specific standards which could have conditions mapped against them. It is possible to set more than one condition against each standard. In September 2014 we introduced a new standard, which requires education providers to demonstrate how service users and carers are involved in the programme. We will analyse the implementation of this standard in next year’s report.

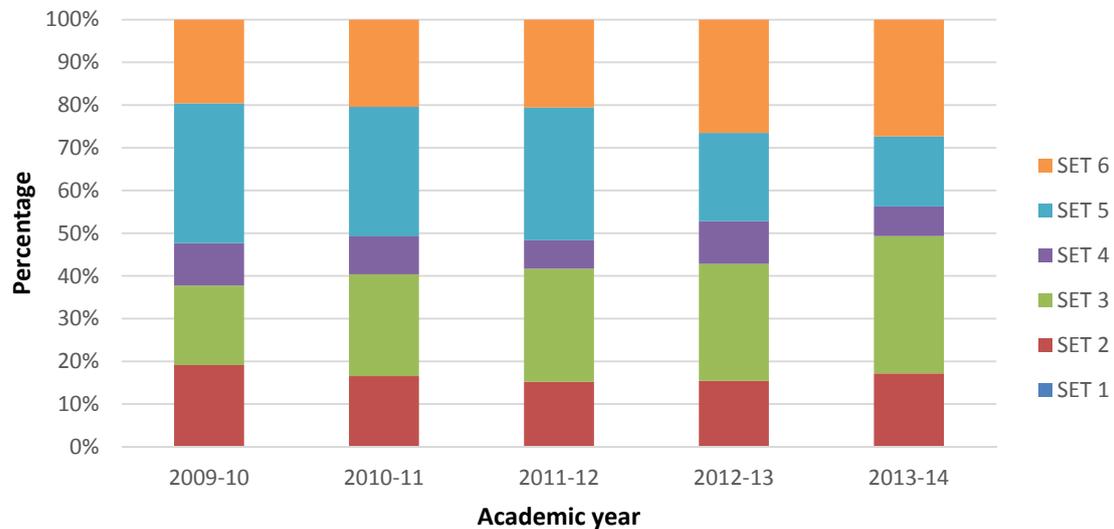
This year there were 878 conditions set across the 166 programmes visited. This gives an average of five conditions per programme, which is two less conditions than last year’s average.

There is a separate criteria for approving AMHP programmes, and a separate set of standards for approving prescribing programmes. These were developed based on the SETs. Therefore, in the graphs and analysis below, we have considered AMHP criteria and prescribing standards mapped to their equivalent SETs.

**Graph 7 Number of conditions, compared over the last five academic years**



**Graph 8 Percentage split of conditions applied to each SET, compared over the last five academic years**



Graphs 7 and 8 illustrate the distribution of conditions across the standards of education and training over the last five years.

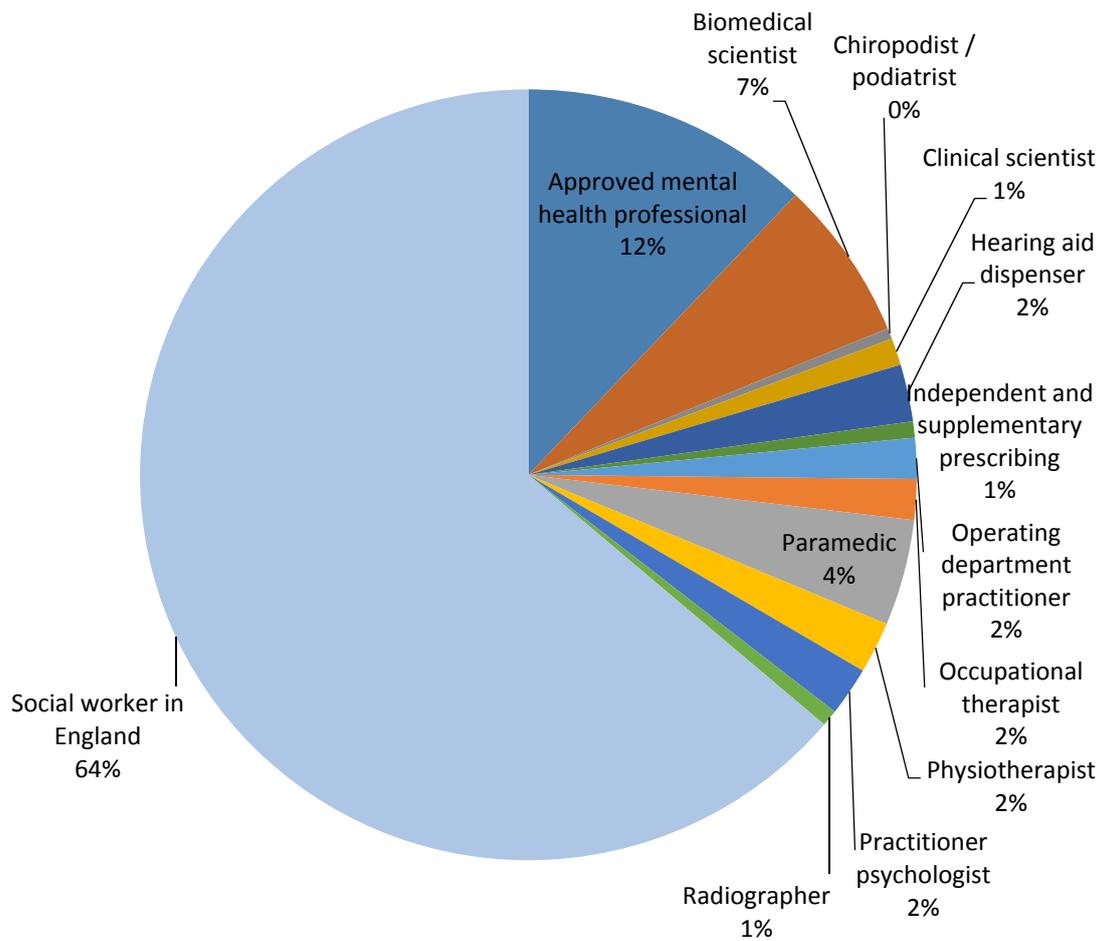
Conditions set around SET 2 (admissions) and SET 6 (assessment) remain fairly consistent with the previous year. The number of conditions set around SET 3 (programme management and resources) has increased, and for a second year it remains the SET with the most conditions. Conditions set for SETs 4 (curriculum) and 5 (practice placements) have decreased.

In terms of the percentage distribution of conditions, SETs 2 and 4 have remained fairly consistent across the last five years. During the same period, SET 3 has increased year on year, from 19 per cent in 2009–10 to 32 per cent in 2013–14. SET 6 has also seen the same upward trend, rising from 20 per cent to 27 per cent in the same period. However, SET 5 has decreased from 33 per cent in 2009–10 to 16 per cent in 2013–14. SET 5 has seen the sharpest decrease in conditions over the past two years, decreasing by ten per cent last year, and a further five per cent this year.

We did not expect to see a decrease in the number of conditions 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 a large number of stakeholders and invest both time and resources. For the second consecutive year, we have seen a reduction in the number of conditions around SET 5. In 2011–12 and 2012–13, we held a series of seminars focussing on issues education providers face in meeting our standards, particularly around practice placements. The reduction in conditions set in this area could be attributed to the work we have done with education providers at our seminars in previous years.

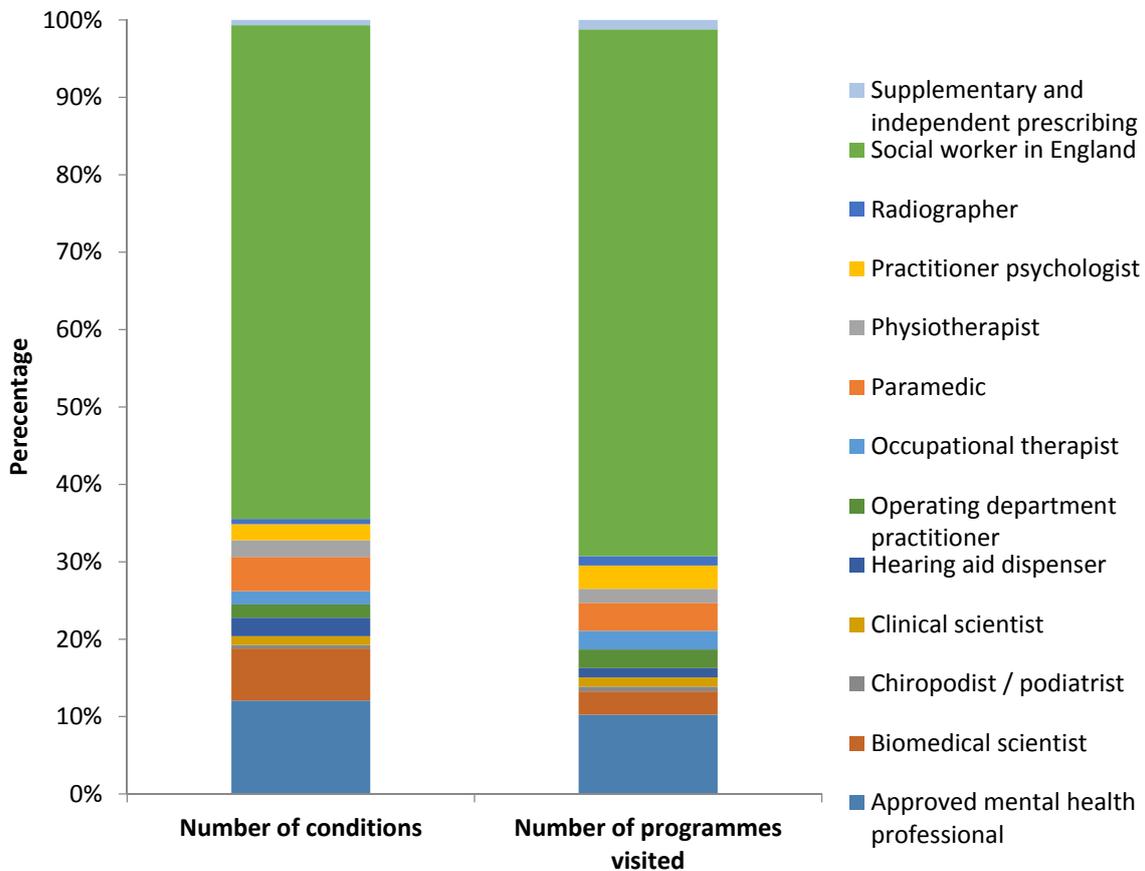
The overall reduction in conditions around SET 5 could also be attributed to the lower number of conditions set for social work programmes in this area when compared to other programmes delivered by professions new to the HCPC. The visit schedule for practitioner psychologist and hearing aid dispenser programmes showed a similar pattern. The split of conditions for all professions has therefore been influenced 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. More information about social work programmes, including analysis of the conditions we applied during the 2013–14 academic year is included later in this report.

**Graph 9 Breakdown of conditions – by profession**



In general terms, the number of conditions applied to a particular profession is linked closely to the number of visits that we carry out for a profession, rather than profession-specific reasons. Graph 9 shows that social work programmes attracted the highest percentage of conditions. Graph 6 shows that the number of visits to social work programmes is much higher than any of the other professions, leading to a higher number of conditions.

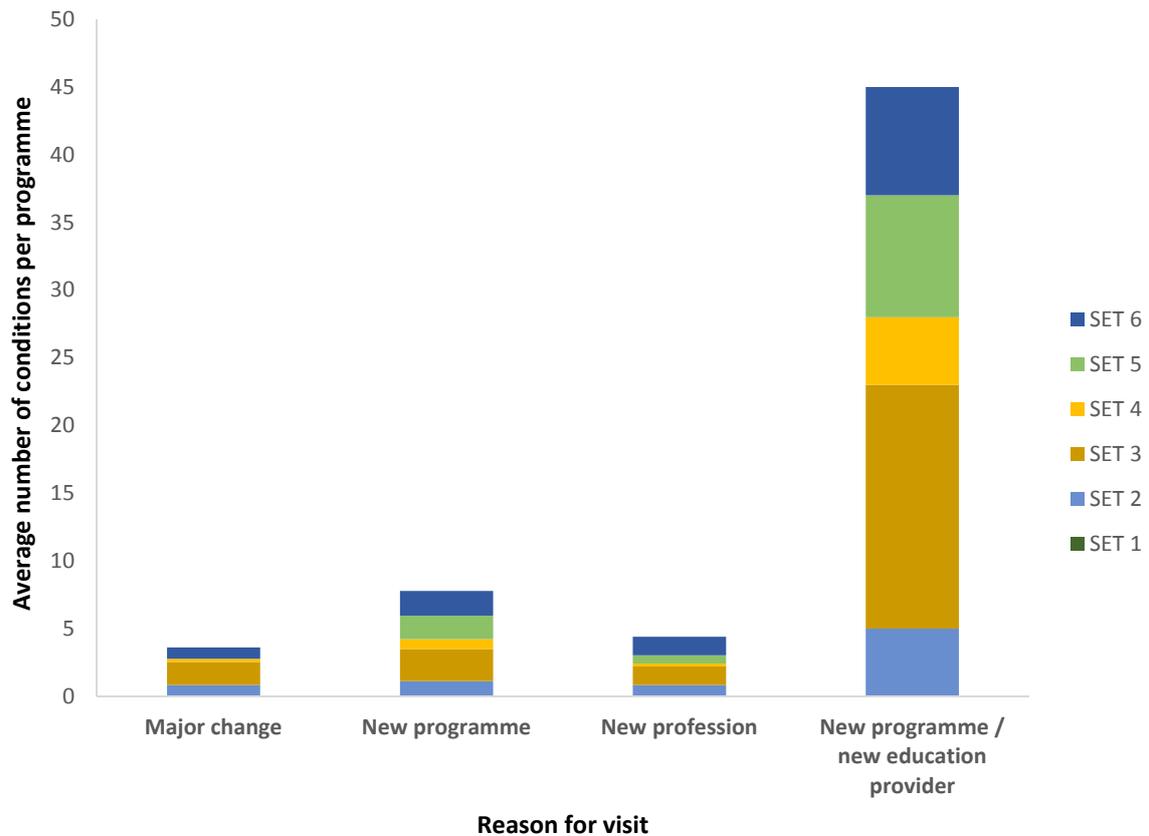
**Graph 10 Comparison of the number of visits to the number of conditions – by profession / entitlement**



When the percentage of visits conducted to each profession or entitlement is compared to the percentage of conditions, as in Graph 10, it becomes clear that there is a correlation between the number of visits and the number of conditions.

However, the average number of conditions set for each profession varied, from three conditions set on average for supplementary and independent prescribing and radiographer programmes, to twelve conditions set on average for biomedical scientist programmes. This range can be attributed to the small sample size for the majority of existing professions.

**Graph 11 Breakdown of average number of conditions against standards – by reason for visit**



Graph 11 shows how the trigger for a visit can have an impact on the number of conditions set for a programme. For the third consecutive year, new programme / new education provider visits attracted the highest number of conditions set on average per programme. This was due to the number of conditions set for a social work programme, which was the only new programme / new education provider programme visited this year. This programme was not delivered in a traditional higher education environment. Programmes delivered outside 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 was approved.

Programmes which had already been approved received fewer conditions on average when compared to new programmes. We set an average of four 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 used to meeting our standards and are yet to deliver the programme. An education provider may also decide to commit resources in order to obtain approval and may potentially be unwilling to commit resources until such time as approval is in place.

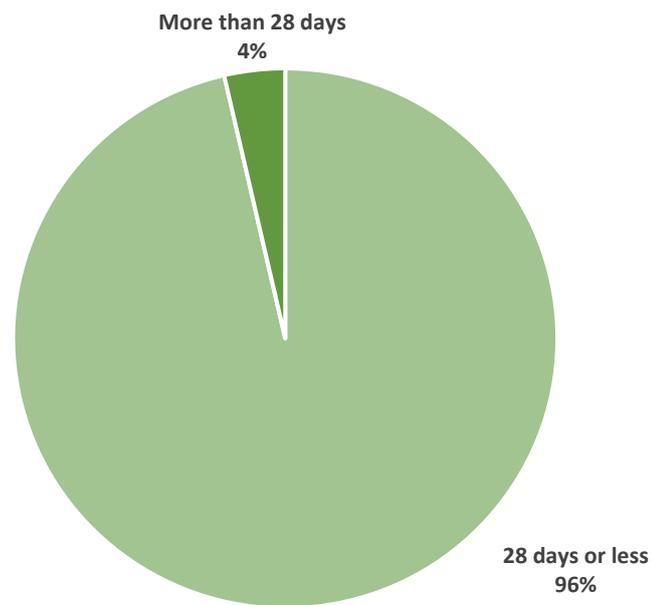
We will continue to ensure all education providers commit resources to programmes before approval is granted.

For new profession programmes, an average of four conditions were set per programme, which is 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 considered.

### Visitors' reports

Following a visit, our Visitors produce a report. This is subsequently sent to the education provider. Our process allows 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 the 28 day period, the Visitors' report and any observations made by the education provider are considered by the ETC and a final decision, including any conditions, is made.

**Graph 12 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. There has been a continuing decrease in this figure over the last five years, from 31 per cent in 2008–09 to two per cent in 2013–14. Of the reports that took more than 28 days, all were sent to the education provider within a calendar month of the visit. We will continue to work to reduce the number of reports that take longer than 28 days to produce.

## **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 about the purpose of providing observations, when they should be submitted and how observations will be taken into account in considering a Visitor's report. This year, we published Visitors' reports for 166 programmes. We received observations from education providers on four of these reports, which covers two per cent of all programmes visited. There has been a year on year decrease in this figure since 2011–12, when 15 per cent of Visitors' reports received observations from education providers.

The ETC considered the Visitors' reports for all 166 programmes and varied the conditions set for three programmes at two education providers. This represents less than two per cent of all programmes.

The variations made to the conditions were on a minor point of accuracy for two of the programmes, but for the other, were more significant. For this programme, based on the education provider's observations, one condition was removed, nine were amended for accuracy, and the Committee directed that the education provider was given "clarification as to the nature" of one condition. This is not unusual for programmes that are set a high number of conditions. Due to the scope of the conditions set, we asked for significant areas of this programme to be clarified or changed via the conditions. With the further clarification provided by the education provider at the observations stage, we were able to reword, remove and provide further clarity on the conditions that had been proposed. However, this did not dilute the conditions and the programme needed to make significant changes in order to meet them.

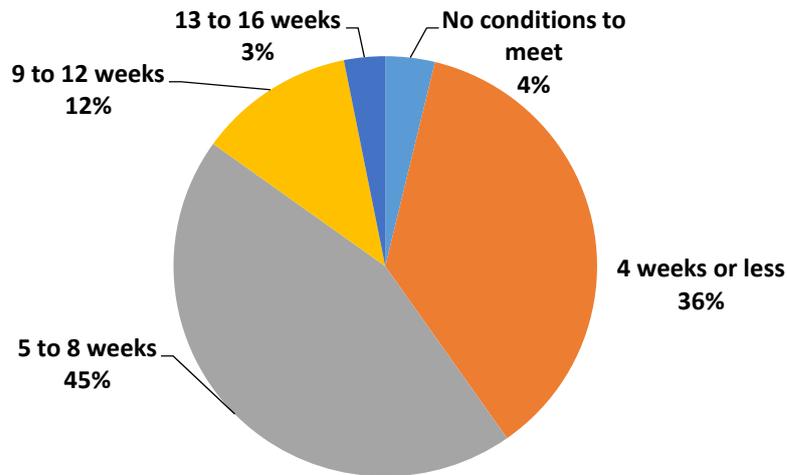
## **How long does it take to meet conditions?**

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.

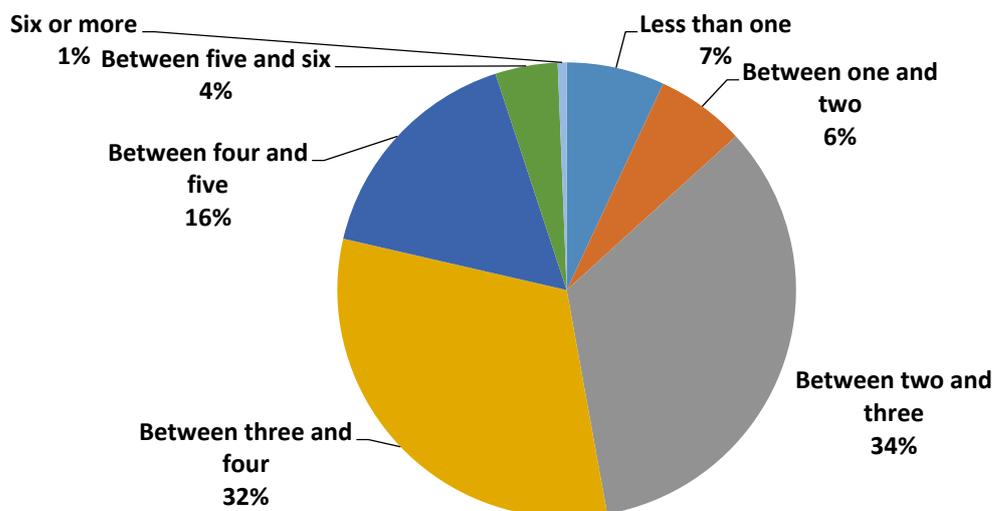
Once a response from an education provider is received, our Visitors assess the documentation and make a final recommendation to the Education and Training Committee about whether the conditions have been met or not.

**Graph 13 Breakdown of weeks between Visitors' report sent to education provider and initial response to meet conditions received**



Graph 13 shows how long it took education providers to respond to conditions placed on approval of programmes following receipt of the Visitors' report. In 2013–14, 97 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. Similarly, in 2012–13 94 per cent of programmes responded to conditions within twelve weeks. This is a marked difference in comparison to 2011–12, when 76 per cent of programmes responded to conditions within twelve weeks.

**Graph 14 Number of months between visit and final decision on programme approval**



Graph 14 sets out the time taken from the date of the visit to reach a final decision on approval. This year 47 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 69 programmes with conditions set were also approved within this timeframe. This is a slight increase from 2012–13, when 35 per cent of programmes were approved within three months of the visit date and 41 programmes with conditions set were also approved within this timeframe.

With the exception of one programme, all other programmes were approved within six months of the visit date and 79 per cent of programmes were approved within four months. This is consistent with last year, where 82 per cent of programmes were approved within four months of the visit. The percentage of programmes taking more than five months to be approved has risen by two per cent to five per cent when compared to last year, but this is still significantly lower than in 2011–12, when this figure was 29 per cent.

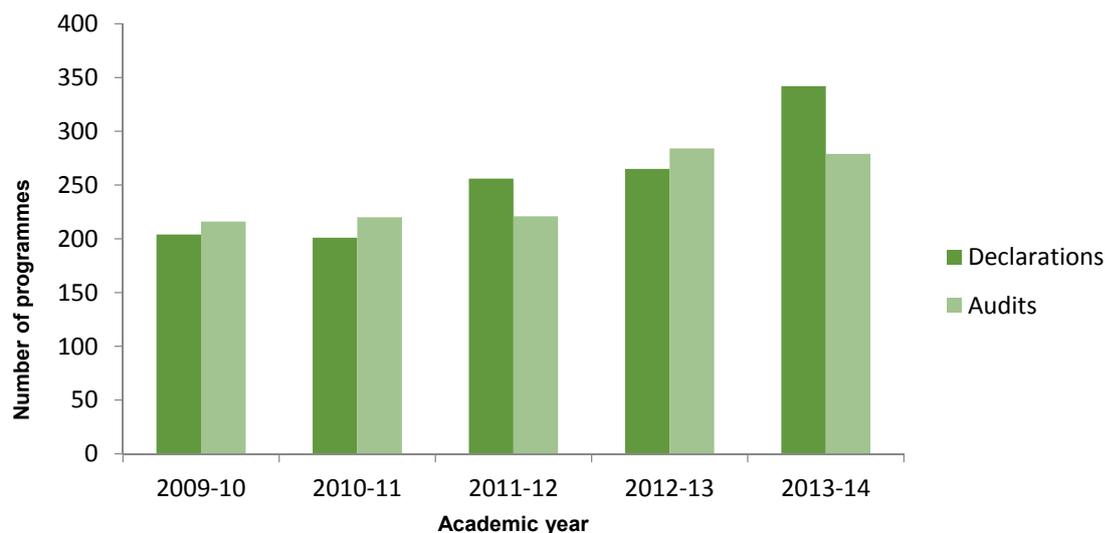
This duration links to the average time education providers take to initially respond to conditions and also the additional time needed if a second response is required. In addition, the ETC is required to meet and formally approve programmes. They meet ten times each calendar year, so education providers 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 621 annual monitoring submissions. This included 342 declarations and 279 audits.

**Graph 15 Number of programmes monitored by submission type, compared over the last five academic years**



When compared over the last five academic years (see Graph 15), it is clear that the number of annual monitoring submissions is growing. We received 420 submissions in 2009–10 compared to the 621 received in 2013–14. This is a 48 per cent increase in the last five academic years. This increase has been identified in previous annual reports and is expected each year, because as we approve more programmes, more programmes move into the monitoring cycle.

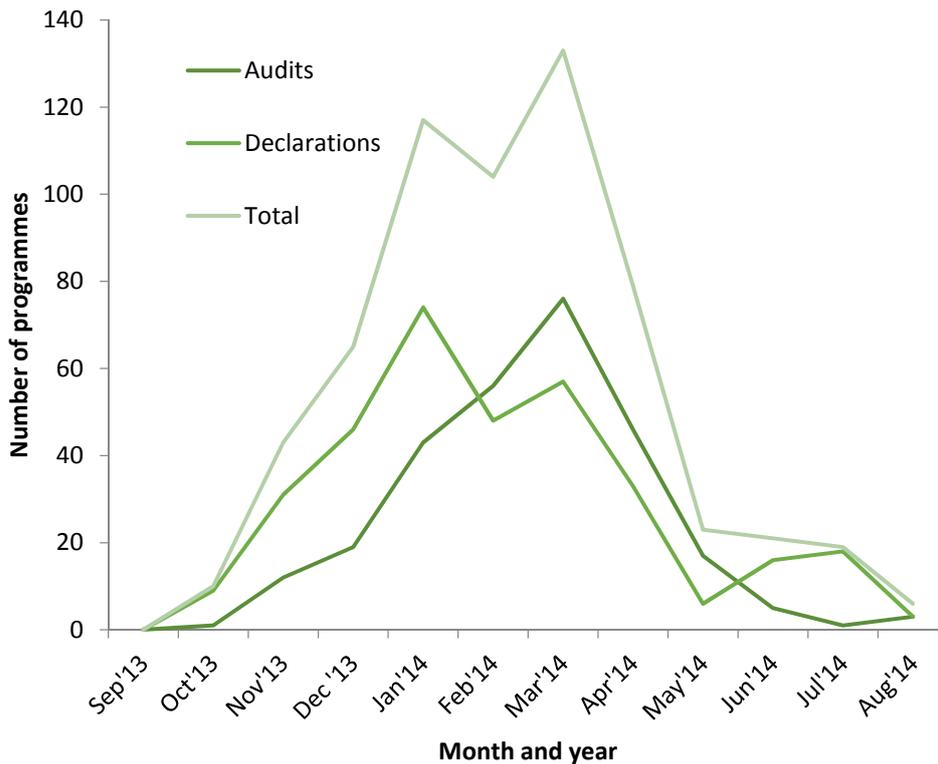
This year has seen a 13 per cent increase in comparison to last year. This increase was predicted and is mainly due to the number of practitioner psychologist and hearing aid dispenser programmes that were involved in annual monitoring for the first time following the last academic year of scheduled visits to these new profession programmes in 2011–12. Practitioner psychologist programmes accounted for 51 per cent of the increase, whilst hearing aid dispenser programmes accounted for 18 per cent. There were also 22 new programmes from other professions involved in annual monitoring, including 18 new biomedical scientist programmes.

It is anticipated that there will be a significant growth in the 2014–15 academic year. This is due to programmes for social workers in England moving into the monitoring cycle following the completion of the first year of scheduled visits to these programmes in 2012–13.

## When did the monitoring take place?

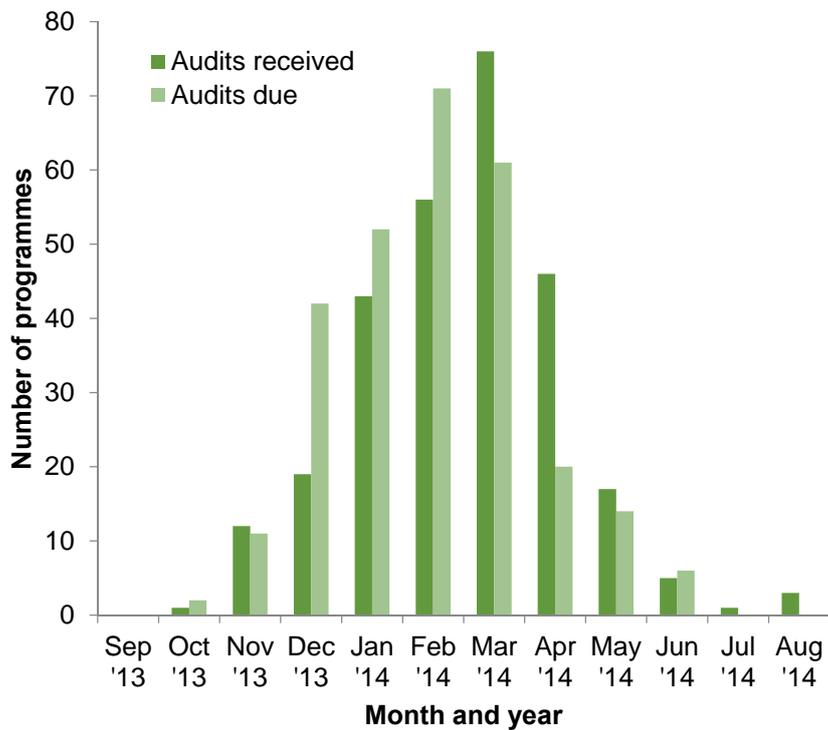
Various submission dates were planned across the 2013–14 academic year, which required education providers to submit audits or declarations one month after their own internal quality audit (IQA) date. For example, if they were due to submit an IQA report to their relevant internal body in February they would need to provide us with the relevant annual monitoring submission by the end of March.

**Graph 16 Number of audits and declarations received in 2013–14**

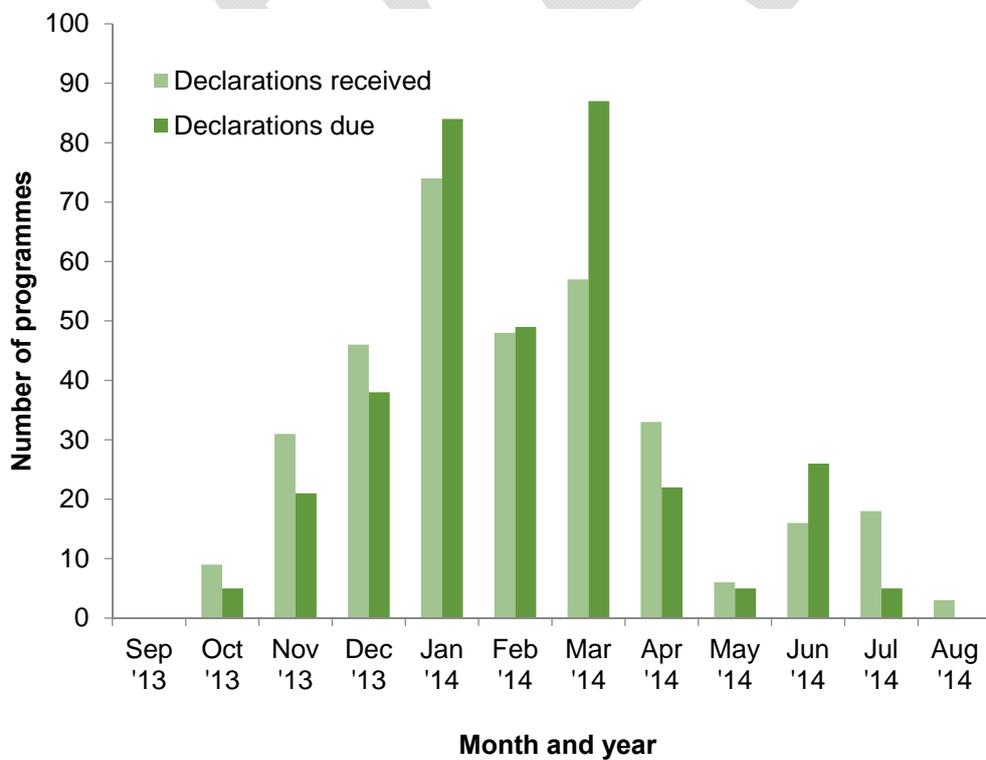


Whilst there are peaks and troughs of activity, the areas of peak activity remain fairly consistent and predictable from year to year. In comparison to the last academic year, the main difference appears to be the significant increase in the number of submissions in January and March, rather than the peak in submissions in February that we saw last year. Graph 16 shows that the majority (63%) of submissions were received in the three months between January and March 2014. This is consistent with the peak seen in the previous academic year when 57 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 2011 and 2012, 61 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.

**Graph 17 Number of audits due and received – by month**



**Graph 18 Number of declarations due and received – by month**



Graph 17 shows the due dates for audit submissions alongside the dates when they were 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 March 2014. The reason for this is that 51 per cent of submissions due by 31 March 2014 were slightly late and arrived in April. However, this small delay had no effect on the ability of the Department to scrutinise these submissions to planned timescales.

Graph 18 illustrates the planned and actual submission dates for annual monitoring declarations. Most noticeable are the numbers of submissions which were submitted in the month they were due. This is in contrast to last year when a high number of submissions were received in November and December 2012, when there were no submissions due. This indicates the majority of education providers (65%) waited for the completion of their respective internal quality audits before submitting their declarations to us.

### 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 academic years**

Year	Method of assessment	
	Assessment day	Postal
2009–10	193 (89%)	23 (11%)
2010–11	192 (87%)	28 (13%)
2011–12	191 (86%)	30 (14%)
2012–13	240 (85%)	44 (15%)
2013–14	252 (90%)	27 (10%)

Table 3 shows that 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. These 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. In 2013–14, 16 per cent of the audit submissions required further information to be submitted before a recommendation could be made by the Visitors, compared to 20 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. This figure is expected to remain fairly consistent in future years, but may be impacted by the assessment of any changes made by education providers in relation to the revised standards of proficiency.

**Table 4 Requests for further information, by method of assessment**

Method of assessment	Further information was requested	
	Yes	No
Assessment day	41	211
Postal	4	23

## Summary of outcomes

**Table 5 Summary of outcomes**

Outcome	Number of programmes				
	2009–10	2010–11	2011–12	2012–13	2013–14
Sufficient evidence of standards continuing to be met	191 89%	208 95%	215 97%	272 95%	273 98%
Insufficient evidence of standards continuing to be met	5 2%	2 1%	0 0%	1 1%	0 0%
Pending	20 9%	10 4%	6 3%	12 4%	6 2%

Note: Of the pending submissions for 2013–14, it was agreed that one programme continued to meet the standards of education (SETs) and training on 12 September 2014. The remaining five programmes were agreed by the Education and Training Committee (ETC) to meet the standards of education and training on 20 November 2014.

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 ETC for consideration.

Each audit submission is considered by at least one Visitor and a recommendation is made to the ETC. Visitors can make one of two recommendations to the Education and Training Committee.

- There is sufficient evidence that the programme continues to meet the SETs and that those who complete the programme will continue to meet the standards of proficiency (SOPs) for the profession.
- There is insufficient evidence that the programme continues to meet the SETs and that those who complete the programme will continue to meet the SOPs for the profession. An approval visit is required to gather information and, if necessary, place conditions on continued approval of the programme.

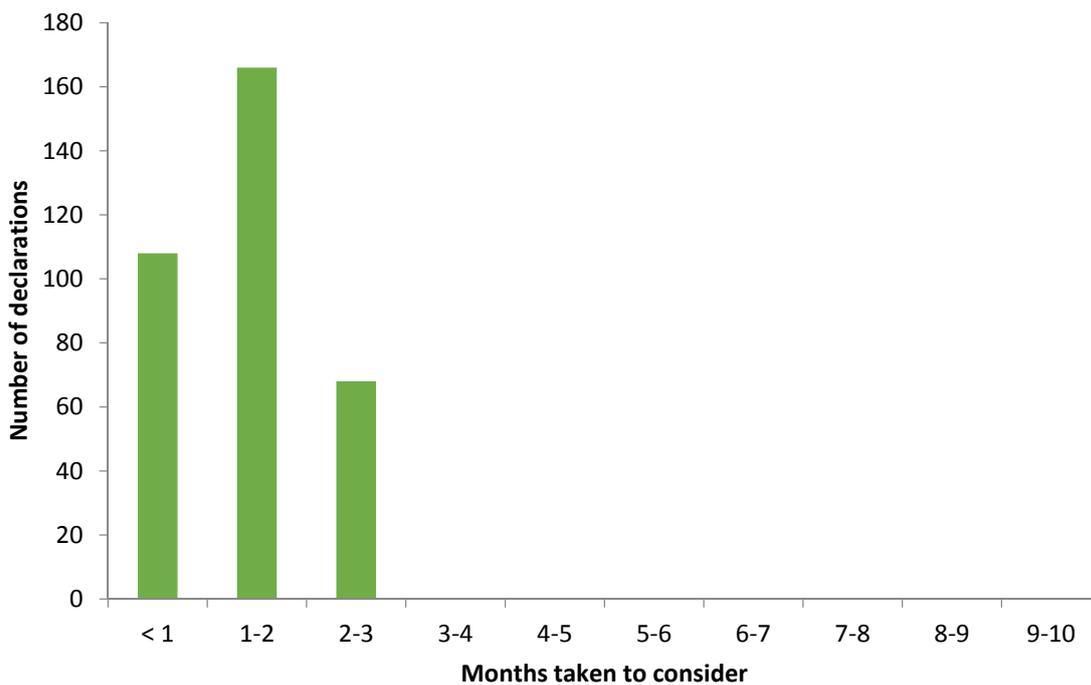
Once all final outcomes for submissions pending a decision were accounted for, 100 per cent of programmes showed sufficient evidence of standards continuing to be met. This is the second time in three years that the ETC decided that no programmes had provided insufficient evidence and required an approval visit.

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

Declaration forms are forwarded directly to the forthcoming ETC for consideration. We aim to process all annual monitoring declaration submissions within two months.

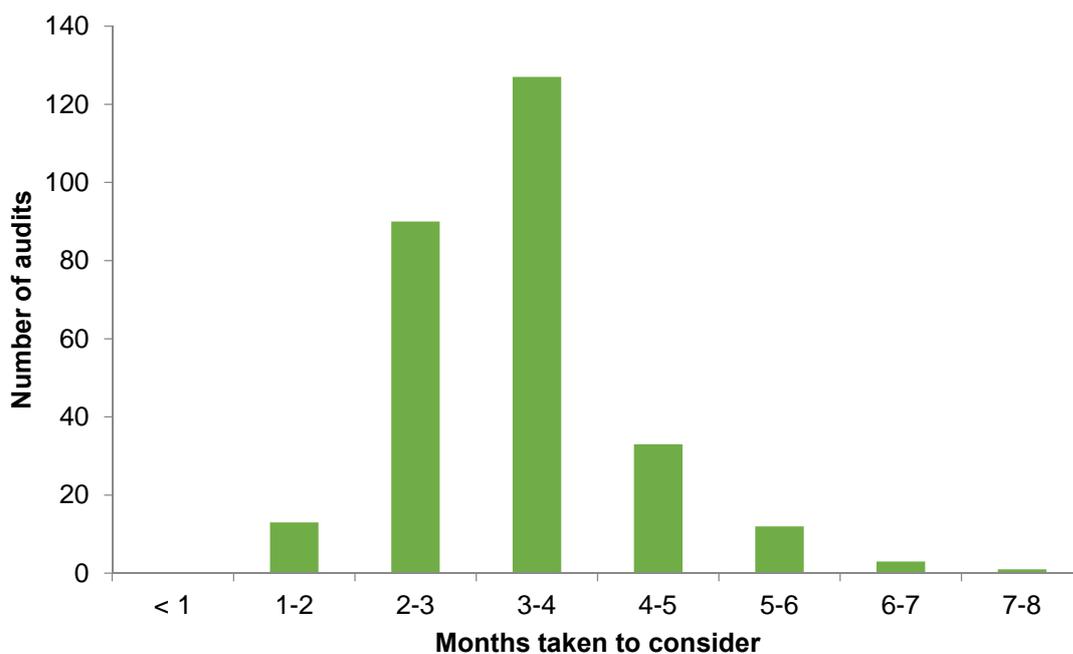
Audit submissions are considered at an assessment day or by postal correspondence prior to a recommendation being made to the ETC. At assessment days, our Visitors produce a report which is forwarded to the next ETC for consideration. Visitors have approximately two weeks to consider a submission by postal correspondence and produce a report for consideration at the next ETC. 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 ETC. We aim to process all annual monitoring audit submissions within three months.

**Graph 19 Number of months taken to consider declarations**



Graph 19 shows that 80 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 1.4 months, which is consistent with the previous year.

**Graph 20 Number of months taken to consider audits**



Graph 20 shows that the time taken to process audit submissions is directly related to the timing of the submission. This was also the case last academic year. In 2013–14, 37 per cent of audits were processed within three months in comparison to 34 per cent last year. The increase year on year, in submissions processed after four months, has continued. 82 per cent of audits were processed within four months this year compared to 73 per cent last year. Overall, the average time taken to consider an audit was 3.3 months this year; a slight reduction on the 3.4 month average for 2012–13.

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 seen in previous years continued this year and allowed us to accurately predict and prepare for the peaks and troughs of activity needed to meet operational timescales. Next year we will continue to manage submission dates in relation to an education provider's own IQA date. Graphs 17 and 18 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.

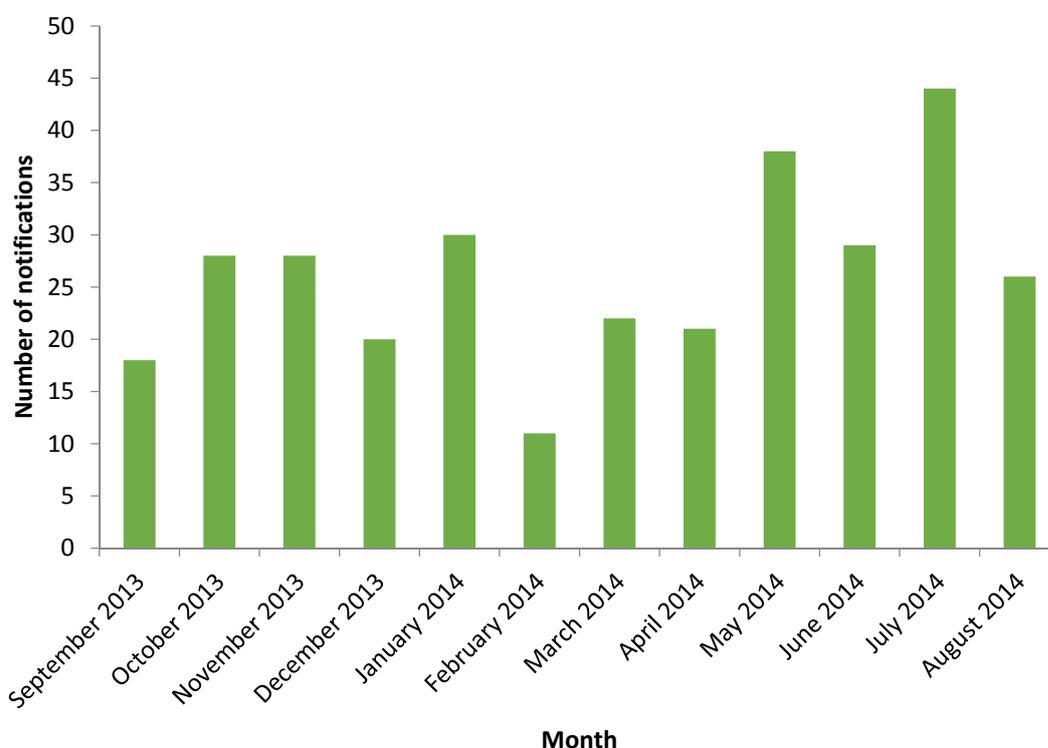
## Major change

### Number of major change notifications

This year we received 315 major change notification forms with 48 notifications later being 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 21 Number of notifications per month



Major change notification submission continue to be challenging to predict across the academic year and no pattern appears to be emerging from year to year. Graph 22 shows that last year's peaks of activity in October 2012 and February 2013 have not been repeated this year. October continues to be a month in which we receive a large number of notifications, although October 2013 received fewer notifications than October 2012 (28 and 36 respectively).

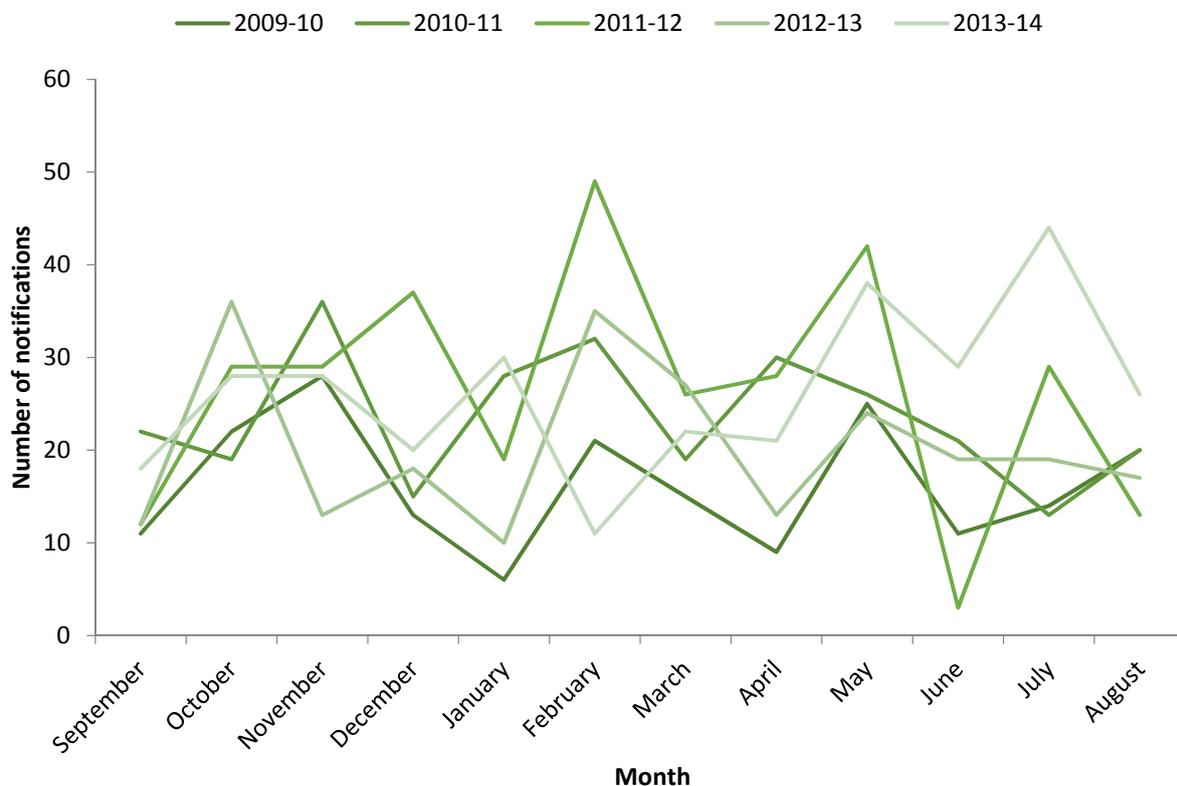
36 per cent of all submissions occurred in January 2014, May 2014 and July 2014. It is difficult to explain why these months saw the most activity. Major changes can occur as a result of unplanned staff changes or changes to learning outcomes and assessment methods. The data continues to suggest a relatively unpredictable flow of work coming into the Education Department each year.

The number of notifications received this year has increased by approximately 23 per cent compared to last year. This is not unexpected as the number of approved programmes subject to the major change process continues to increase. All social work programmes visited this year and last year, and approved independent prescribing programmes, are now required to let us know about any significant changes to how they continue to meet the standards of education and training (SETs).

Graph 21 illustrates how this year has continued to see variation in the submission numbers from month to month, varying from eleven in February 2014 to 44 in July 2014. Due to the unpredictable flow of work generated through this process, it is difficult to suggest any particular factors influencing this fluctuation.

While the number of notifications received has increased this year, the number of notifications withdrawn by education providers is comparable 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 22 Number of major change notifications received by month, compared over the last five academic years**



## **Which professions submitted major changes?**

As Graph 23 illustrates, we considered more major changes from biomedical scientist, physiotherapist, practitioner psychologist, occupational therapist and radiographer programmes than any other profession this year. Apart from occupational therapist programmes these 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.

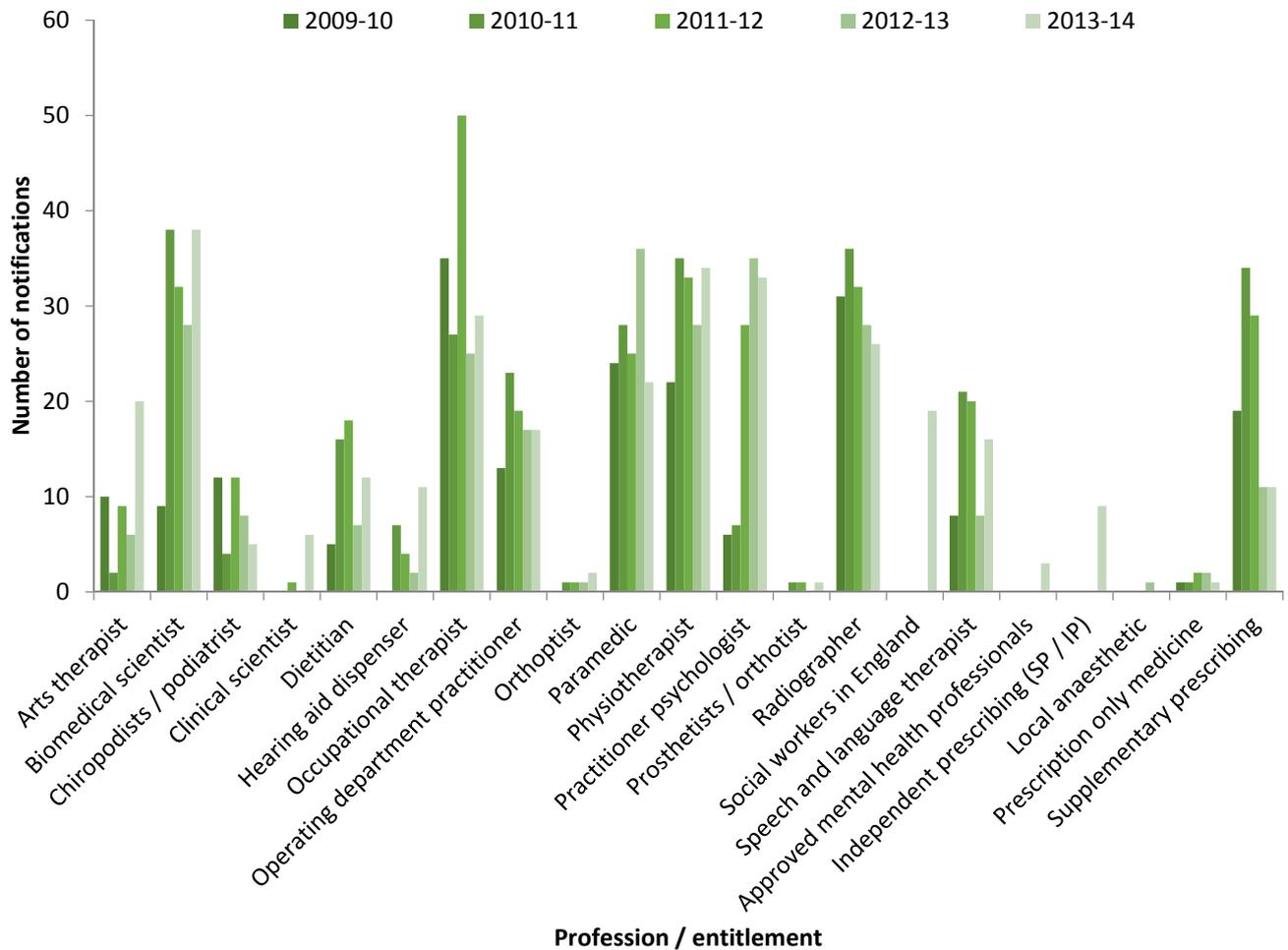
This year we received a large number of programme leader changes. Of the notifications submitted for the five professions above, between a third and two thirds of notifications included a change to the programme leader. Further analysis shows that approximately 63 per cent of these notifications were submitted between September 2013 and January 2014. However, it is difficult to suggest any particular factors influencing this trend.

Changes in biomedical scientist training continued to cause a high number of major change notifications for this profession. The vast majority (33) of the notifications received this year were from six 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 scientist programmes run by the education provider.

Beyond this there appears to be no obvious reason for change emerging across the professions or within a particular professional group. It would appear that the factors for change are too diverse for patterns to emerge unless widespread curriculum change occurs.

This year we have begun to see changes to social work programmes following the completion of the first year of visits since the Register opened for this profession in 2012. This year six per cent of all notifications were submitted by social work programmes. However, as they represent the largest percentage of approved programmes (23% of all approved programmes) we expect this figure will increase over the forthcoming years.

**Graph 23 Breakdown of major change notification forms received – by profession and entitlement, compared over the last five academic years**



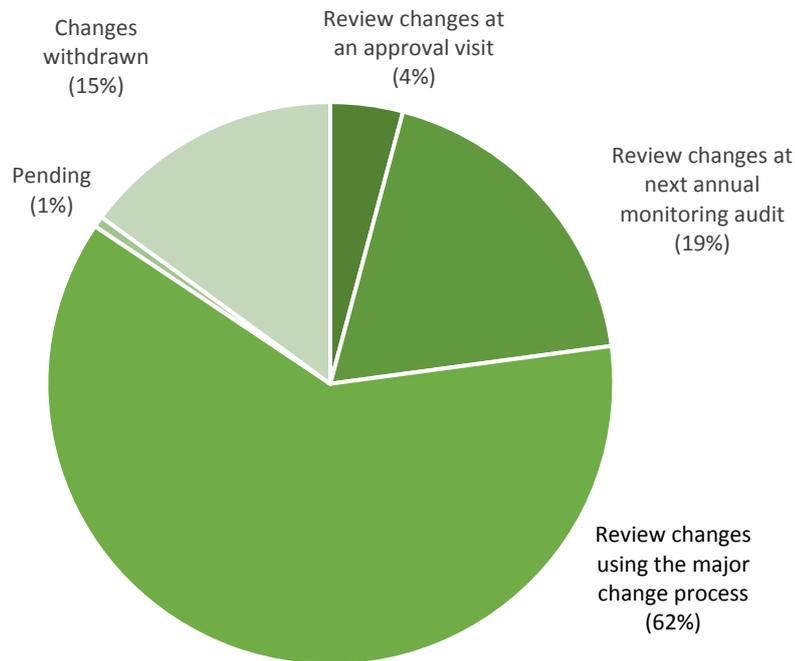
### Summary of outcomes

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

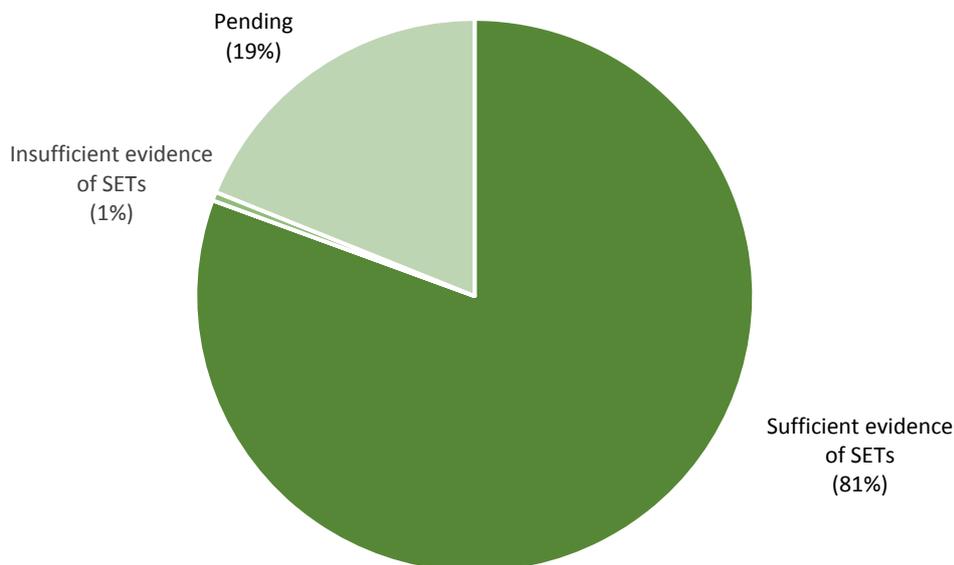
All submissions are initially reviewed by the Education Department and a decision is made about which of the three approval or monitoring processes is most appropriate to consider the change. If the Education Department chooses either the approval or annual monitoring process, the education provider 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 (ETC).

Visitors can recommend to the ETC 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 SETs continue to be met and therefore a visit is required to gather more evidence.

**Graph 24 Breakdown of major change notifications – by Education Department recommendation**



**Graph 25 Breakdown of major change notifications – by Visitor recommendation**



Graph 24 shows that 23 per cent of changes being submitted on major change notification forms were channelled directly through to the approval or annual monitoring processes. 62 per cent were reviewed by Visitors as a major change, which is a slight increase in comparison to last year. Changes reviewed through the approval process have reduced this year from ten to four per cent, whilst changes

reviewed through the annual monitoring process have seen an increase from twelve to nineteen per cent.

Changes being withdrawn from the major change process are comparable to last 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 25 indicates the vast majority of programmes that are reviewed by Visitors are found to continue to be meeting the SETs. This is an encouraging outcome 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.

Graph 25 also shows that 19 per cent of notifications were pending a recommendation by Visitors as of 31 August 2014. This represents an increase of 51 per cent from the number of pending notifications last year and can be attributed to the large number of notifications received between May and August 2014 (an increase of 42 per cent over the same period in 2012–13). Of the 37 pending submissions, two were received in May, two in June, fifteen in July and eighteen in August. Eleven received a decision in September and 26 in November 2013. All but one of these pending submissions was found to continue to meet the SETs. A visit was required for the submission which did not demonstrate sufficient evidence to show how the SETs continued to be met. Inclusive of this data, 99 per cent of submissions through the major change process continued to meet the SETs.

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

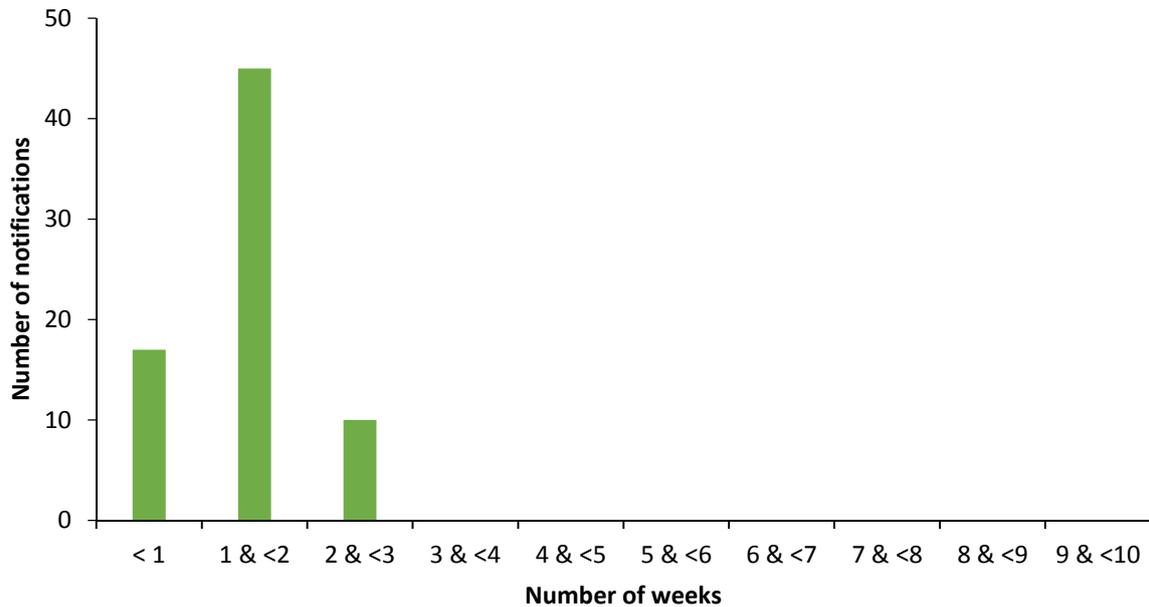
If a submission can be effectively reviewed at an approval visit or at the next annual monitoring audit, we aim to notify education providers of this within two weeks. When we decide a change needs to proceed through the major change process, we aim to complete this process within three months.

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.

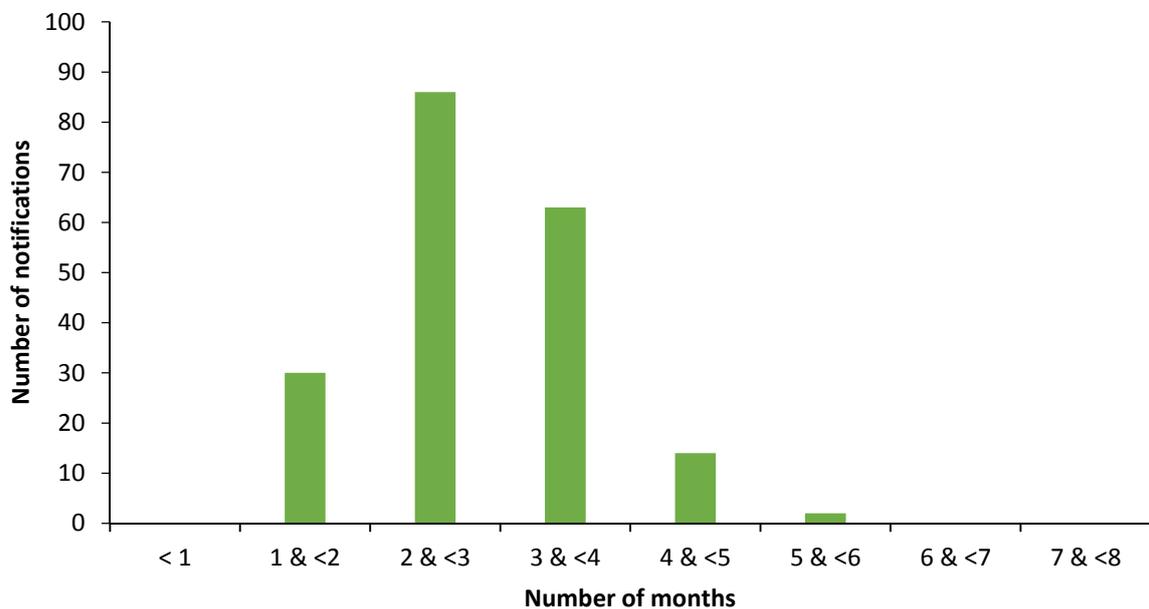
The submission is sent to the Visitors, who assess it and provide a joint report. Again, this takes a minimum of two weeks. The Visitors may ask for extra documents. This would add an extra two to four weeks to the process.

Once we have a satisfactory Visitors' report, their recommendation must go to the ETC 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 26 Number of weeks taken to consider a notification – by Education Department recommendation**



**Graph 27 Number of months taken to consider a major change notification – by Visitor recommendation**



Of the Education Department recommendations, 100 per cent were made within or just outside operational expectations in comparison to 76 per cent last year.

Graph 27 shows that 59 per cent of recommendations from Visitors are being made within the expected time frame. This is a two per cent decrease when compared to the previous year. There are still a number of submissions taking longer than

planned. These tend to be linked to requests for additional information from education providers, which can take time to produce if education providers do not have documentation prepared. Again, we hope that our work developing education providers 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 it. The process does not consider concerns which are:

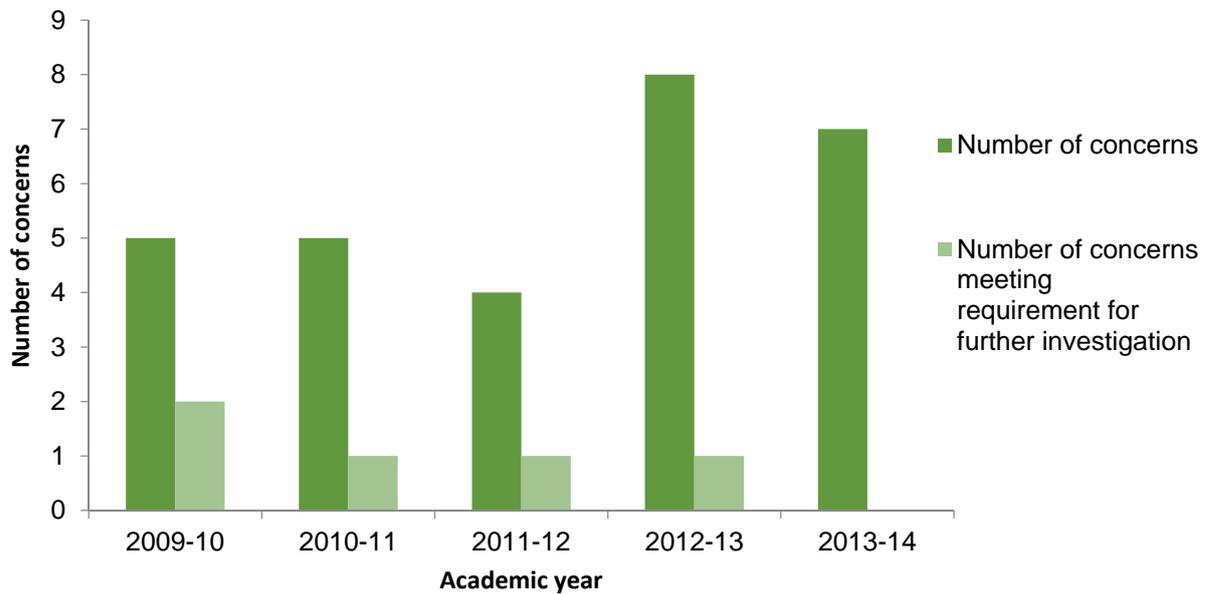
- about the academic judgement of a training or education provider;
- about an individual's fitness for an academic award;
- unwarranted (not well-founded); or
- frivolous (not serious).

The Education Department received seven concerns in the 2013–14 academic year. Six concerns did not meet the HCPC requirements for further investigation and we were unable to investigate these concerns further due to one or more of the following reasons.

- The concern related to issues of academic judgement.
- The concern related to an individual's fitness to practise and was directed to our fitness to practise department for further investigation.
- The programme was not approved by the HCPC (and therefore not required to meet our standards) when the issues raised took place.
- The information provided did not suggest that an education provider is unable to meet our standards.

One concern also related to an individual's fitness to practise and was directed to our Fitness to Practise Department for further investigation. This concern was still pending by 31 August whilst the fitness to practise investigation was on-going. Once complete we will contact the complainant again to see if they wish to continue with their education concern and request more information.

**Graph 28 – Number of concerns received and investigated, compared over the last five academic years**



Graph 28 shows the number of concerns that were received and the number of these concerns which meet our requirements for further investigation, compared over the last five academic years.

The number of concerns we received this year is broadly comparable with the previous academic year, when eight concerns were received. We expect the number of education provider concerns we receive next academic year to remain relatively consistent.

All of the concerns received this year related to programmes for social workers in England, the newest profession to join the HCPC Register. None of the concerns met our criteria for further investigation, which suggests that it would be helpful for us to clarify the remit of the HCPC education provider concerns process to our wider stakeholders, particularly those who are less familiar with our approval and monitoring processes. In the 2014–15 academic year, we will be undertaking specific communications to raise awareness of this monitoring process among our key stakeholders.

## **Social workers in England**

When a profession joins the HCPC Register, we normally undertake approval visits to assess and approve the education programmes for that profession. As part of this work, we regularly review our engagement with those programmes to consider how they are meeting our standards of education and training. This is often beneficial to education providers, particularly those who are yet to complete our approval process. In addition, our reviews contribute to the continued development of our standards to ensure they remain appropriate to the professions we regulate.

In relation to social work programmes in England, we produced a report which reviewed the approval activities we carried out in the 2012–13 academic year, and an update to this report which reviewed the approval activities we carried out in the 2013–14 academic year. These reports were submitted to the Education and Training Committee (ETC) and are available in full on our website. As with other professions which have joined the Register in recent years (practitioner psychologists and hearing aid dispensers), we have also included a brief summary of our approval activities with social work programmes in England in the 2013–14 academic year as part of this annual report.

### **Transfer of regulation**

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 us, including the responsibility for approving and monitoring pre-registration social work programmes in England and publishing a list of approved programmes.

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.

Our Council decided 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 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 that successfully completed the approval process would be granted open ended approval, subject to meeting our on-going monitoring requirements.

### **Approval visits and outcomes**

We undertook 47 approval visits to social work programmes in the 2013–14 academic year. In total, we visited 113 social work programmes at 43 education providers. We visited a small number of education providers twice, once to consider their transitionally approved programme(s), and once to consider a new programme(s). This enabled education providers to focus on their existing and new provision separately, especially when the models of training varied significantly.

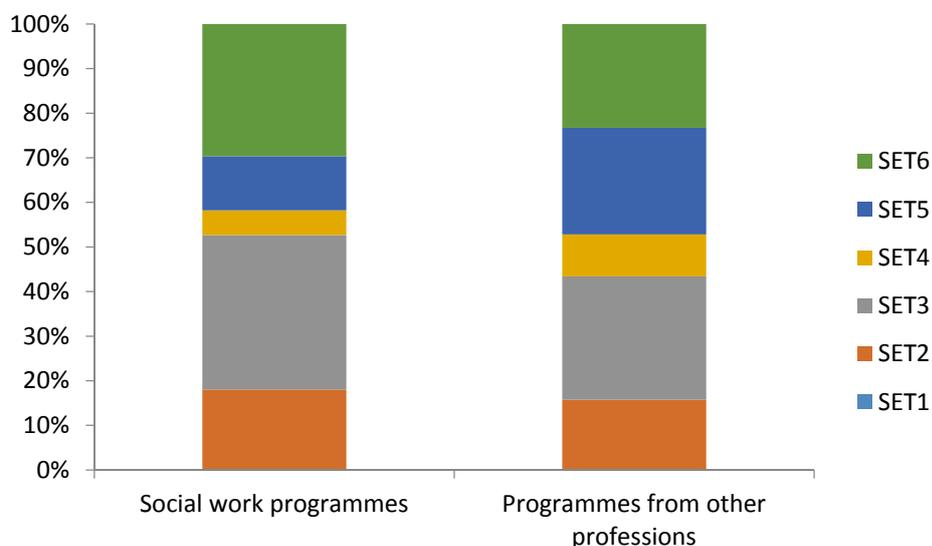
Of these programmes, 97 were transitionally approved, and 16 were new programmes. We set conditions on all but four of the programmes we visited. All social work programmes visited in 2013–14 have now met any conditions set and been approved by the ETC.

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

**Table 6 – Visits and average number of conditions set on social work programmes, compared to all other programmes in 2013–14**

Number of social work programmes visited	Average number of conditions set on social work programmes	Number of programmes visited from other professions	Average number of conditions set on non-social work programmes
113	5.1	53	6.0

**Graph 29 – Percentage of conditions set against social work programmes and all other programmes in 2013–14**



Graph 28 demonstrates the distribution of conditions against all six areas of the SETs. This shows that the distribution of conditions across the SETs for social work programmes was similar to existing professions in some areas, but different in others. The most significant difference is the proportion of conditions set for SET 5 (practice placements) where fewer conditions were set, and SET 6 (assessment) where more conditions were set.

On average, we have applied roughly two fewer conditions per social work programme in comparison to last year. It is likely that this is due to our continuing

engagement with the profession, and the profession becoming more familiar with our regulatory requirements over time.

Following the analysis conducted last year, we communicated our requirements to education providers around particular areas of the SETs where conditions were most commonly applied. We provided seminars for social work education providers who were yet to receive an approval visit and were able to directly address queries from members of programme teams before their visit.

All social work programmes which were visited in the 2013–14 academic year have now successfully completed the approval process. In doing so they have demonstrated how they meet our SETs. Where necessary they have implemented changes to ensure our regulatory requirements are met, responding specifically to any conditions set on their approval. The open-ended approval granted to these programmes will remain in place, subject to meeting our on-going monitoring requirements.

We will continue to review the outcomes from our approval visits to social work programmes in 2014–15, the final year of scheduled visits to transitionally approved programmes for social workers in England.

## **Approved mental health practitioners (AMHP)**

As part of the transfer of regulatory functions from the General Social Care Council (GSCC) to the HCPC on 1 August 2012, we became responsible for approving and monitoring AMHP programmes in England. We published two lists of AMHP programmes, those currently open and those which are no longer delivered, but retain approval for set historic periods.

The changes to legislation require us to set criteria for approving AMHP programmes. We were not given legal powers to appoint individuals as AMHPs. The decision to appoint an AMHP remains with the Local Social Service Authority (LSSA). As completion of an AMHP programme alone does not necessarily mean that a person will perform the functions of an AMHP, there is no AMHP annotation on our Register.

AMHPs exercise functions under the Mental Health Act 1983. Those functions relate to decisions made about individuals with mental health disorders, including the decision to apply for compulsory admission to hospital.

Social workers, mental health and learning disabilities nurses, occupational therapists and practitioner psychologists, registered with their respective regulator, may train to become AMHPs. It is the responsibility of the employer to ensure that AMHPs are able to practise within the competencies required by the Mental Health (Approved Mental Health Professionals) (Approval) (England) Regulations 2008.

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

Prior to the transfer, we decided that we would undertake an approval visit for all transitionally approved AMHP programmes. We decided that this was the most effective mechanism to assess each transitionally approved programme against our criteria.

We have produced a report which reviews the approval activities we carried out in the 2013–14 academic year in relation to post registration AMHP programmes. This report was submitted to the Education and Training Committee (ETC) and is available in full on our website. As with other professions which have joined the Register in recent years (practitioner psychologists, hearing aid dispensers and social workers in England), we have also included a brief summary of our approval activities with AMHP programmes in the 2013–14 academic year as part of this annual report.

### **Approval criteria for AMHP programmes**

Following a public consultation in early 2013, we developed the approval criteria for AMHP programmes. The criteria became effective from September 2013 and all

AMHP programmes visited in 2013–14 were required to meet the criteria in order to be approved.

The criteria is split into two sections. Section 1 sets out criteria around how an education provider must design and deliver an AMHP programme. This section is drawn from our standards of education and training (SETs), which all pre-registration programmes from the 16 professions that we regulate must meet. This ensures that AMHP programmes are considered consistently with the 16 professions under our multi-professional model of regulation. Due to the professional status of individuals who undertake AMHP training, several of the SETs do not have equivalent criterion. For example, we do not require AMHP programmes to apply health or character tests to prospective students because all students must already belong to a statutory Register so we can be satisfied that they are of good health and character as a condition of their professional registration.

Section 2 of the AMHP approval criteria defines the knowledge, understanding and skills that must be delivered by the programme. This section is based on Schedule 2 to the Mental Health (Approved Mental Health Professionals) (Approval) (England) Regulations 2008. The competencies required by this legislation are referred to as the “statutory instrument”. Although the statutory instrument is not directly quoted, section 2 of the AMHP approval criteria is reflective of the competencies as set out in that legislation.

The AMHP criteria also includes a standard which requires service user and carer involvement in education and training programmes. This standard was also added to our SETs and became effective from September 2014 for all approved pre-registration programmes. We decided to introduce this requirement a year earlier for AMHP programmes because we were confident that education providers would not need to make significant changes to ensure service users and carers were involved in programmes, as all transitionally approved AMHP programmes met a similar standard when they were approved by the GSCC. Pleasingly, we did not need to apply any conditions for this criterion to AMHP programmes visited in 2013–14.

### **Visit scheduling**

In 2011, the GSCC inspected all approved AMHP programmes to determine that they continued to meet their requirements. With this in mind, we decided to undertake a two year programme of visits beginning in September 2013. This also allowed us to develop our AMHP approval criteria. In 2012–13, we planned to review AMHP programmes via our approval and monitoring processes when necessary if specific concerns were raised about an existing programme, or if a new programme was proposed. However, during this period no circumstances arose where we needed to consider the approval of AMHP programmes and the two year visit schedule commenced as expected.

### **Approval visits and outcomes**

We considered eighteen programmes at twelve education providers in the 2013–14 academic year. One education provider withdrew from the visit process after we visited their programme. The report from this visit was not considered by our ETC

and was not made public since the education provider decided to close the transitionally approved programme and withdraw from the process. Therefore, the figures below are based on 11 approval visits considering 17 programmes.

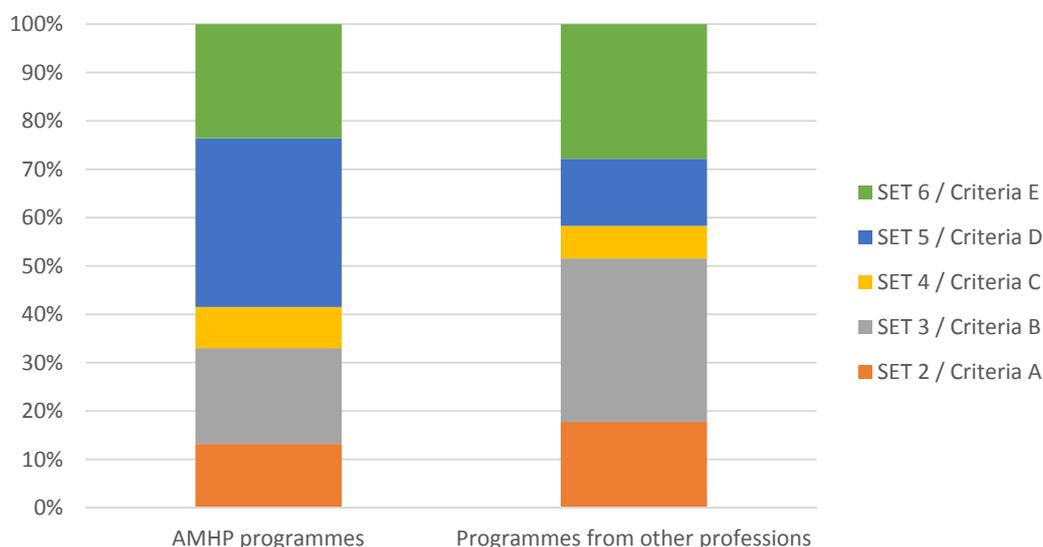
We are due to visit ten transitionally approved programmes at eight education providers in the 2014–15 academic year. Therefore, at the end of the 2013–14 academic year we had completed 60 per cent of the AMHP visit schedule.

Table 7 shows that the average number of conditions set for AMHP programmes is broadly comparable with all other programmes from other professions.

**Table 7 – Visits and average number of conditions set on AMHP programmes, compared to all other programmes in 2013–14**

Number of AMHP programmes visited	Average number of conditions set on AMHP programmes	Number of non-AMHP programmes visited	Average number of conditions set on all other programmes
17	6.2	149	5.5

**Graph 30 – Percentage of conditions set against AMHP programmes and all other programmes in 2012–13**



Graph 30 demonstrates that there were some significant differences with the broad criteria areas where conditions were set for AMHP programmes. A more significant proportion of conditions were set around criteria D (practice placements), but fewer conditions were set on criteria B (programme management and resources).

We usually expect to see a higher number of conditions in the area of practice placements, because this is the area of the programme where education providers need to engage with the broadest range of stakeholders. Since employers often

commission places on an AMHP programme and deliver the practice placement elements for the programme, it was sometimes unclear prior to the visit whether overall management of the practice placements sat with the education provider, local training partnership or employer.

Our standards require the education provider to hold overall responsibility for the management of practice placements, including policies and procedures around approval and monitoring of placements (criterion D.4), the staff in place for the practice placements (including criteria D.6 and D.7), and ensuring that practice placement settings provide a safe and supportive environment (criterion D.3). When setting conditions in these areas, we often found that education providers did not have policies and procedures to manage certain aspects of practice placements, or would make assumptions that the placements were supporting students as they needed to, and were well-resourced in terms of staff, due to being in statutory settings. There were also some assumptions by education providers that placements were providing a safe and supportive environment for students where students were employees of the placement provider. When we applied conditions in this area, education providers had not considered that these employees need to be supported differently when undertaking AMHP training in their place of work in comparison to how they need to be supported when carrying out their day to day role.

We have identified similar issues across other pre-registration “work based learning” programmes that we approve and this is not unique to AMHP programmes. The work based learning mode of study accounts for four per cent of all pre-registration programmes, but accounts for 50 per cent of the AMHP programmes visited this year. Therefore, these issues were more prevalent when considering AMHP programmes.

These outcomes are consistent with our expectations, as this is the first time AMHP programmes were required to engage with our standards. Furthermore, these outcomes reflect a common trend we have noted previously for other professions which are new to being regulated by the HCPC. It is also important to note that the number of conditions set for AMHP programmes and new programmes from other professions are broadly comparable. This indicates that none of the standards applied to AMHP programmes to date indicate that there is a specific risk profile for the post registration area or a particular difficulty in meeting our broad standards and engaging with our flexible processes.

Importantly, all AMHP programmes which were visited in the 2013–14 academic year have now successfully completed the approval process. In doing so they have demonstrated how they meet our AMHP approval criteria. Where necessary they have implemented changes to ensure our regulatory requirements are met, responding specifically to any conditions set on their approval. The open-ended approval granted to these programmes will remain in place, subject to meeting our on-going monitoring requirements.

We will continue to review the outcomes from our approval visits to AMHP programmes in 2014–15, the final year of scheduled visits to transitionally approved programmes for this entitlement.

## **Independent prescribing**

In 2009, the Department of Health (DH) published a scoping report looking at the use of medicines by allied health professions (AHPs). The report looked at whether prescribing and medicine supply mechanisms for AHPs should change to address patient and service needs. The project found a strong case for extending independent prescribing (IP) to chiropodists / podiatrists and physiotherapists.

In July 2012, the DH announced that legislation would be passed to allow appropriately trained chiropodists / podiatrists and physiotherapists to act, and be annotated on our Register, as independent prescribers.

We have produced a comprehensive report which reviewed the approval activities we carried out in the 2013–14 academic year in relation to prescribing programmes. This report was submitted to the Education and Training Committee (ETC) and is available in full on our website. As with other new professions and post registration entitlements in recent years (practitioner psychologists, hearing aid dispensers and social workers in England), we have also included a brief summary of our approval activities with prescribing programmes in the 2013–14 academic year as part of this annual report.

### **Assessment of prescribing programmes**

We developed an amended paper-based approval process to consider whether programmes delivered by an education provider with an HCPC approved supplementary prescribing (SP) programme met the standards for prescribing. This process was drawn from our existing “approval of stand-alone prescription only medicine (POM) programmes major change process”. This process enables us to approve stand-alone POM programmes via a documentary submission if the education provider delivers an approved chiropodist / podiatrist programme. If an education provider did not already deliver an HCPC approved SP programme, they were required to complete the full approval process and gain HCPC approval before starting to run the new prescribing programme.

Before the change in legislation, we had already ensured that all approved SP programmes met the standards of education and training (SETs) as part of our approval and monitoring work. Since new or amended prescribing programmes at these education providers were based on these existing approved programmes, and since the standards for prescribing were based on the SETs, we could be satisfied that these programmes would meet some of the standards for prescribing. However, we expected that education providers may need to make changes to their existing programmes to bring them in line with the legislative changes and that these changes could have an impact on the way the programmes meet our standards.

For example, we did not expect that education providers would need to provide additional evidence to meet standard B.13 (there must be a student complaints process in place), since they were unlikely to have changed the student complaints process when amending their prescribing provision to bring it in line with the legislative changes. But we did expect them to demonstrate how the programme meets standard B.6 (subject areas must be taught by staff with relevant specialist

expertise and knowledge), because the judgement that we made previously about staffing for the equivalent SET was based on the programme delivering training in supplementary prescribing only.

We were aware that it was already common for education providers to deliver IP programmes for professions which are not regulated by the HCPC such as pharmacists and nurses. However, we needed to satisfy ourselves that independent prescribing could be supported for our professions and in relation to our standards.

### **Assessments and outcomes**

Of the 52 education providers contacted to engage with the process, 44 had programmes assessed at assessment days held in November 2013. The assessment days were similar in format to our annual monitoring assessment days. At these days, two visitors considered how programmes met the standards for prescribing by reviewing a series of documentation supplied by the education provider. If the visitors were unclear how a standard was met, they were able to request further documents from the education provider. Visitors could request further documentation for 49 specific standards. Programmes had two opportunities to demonstrate how they met the prescribing standards before our final decision about the approval of the programme.

Of the remaining eight education providers contacted to engage with the process, six were considered via postal submission in 2014–15 and analysis will be included in next year's annual report. As of August 2014, the remaining two programmes have chosen not to engage with the process. We also received a request for approval from an entirely new prescribing provision where there was not an existing HCPC approved SP programme in place. These two programmes were considered via the full approval process and subsequently received approval.

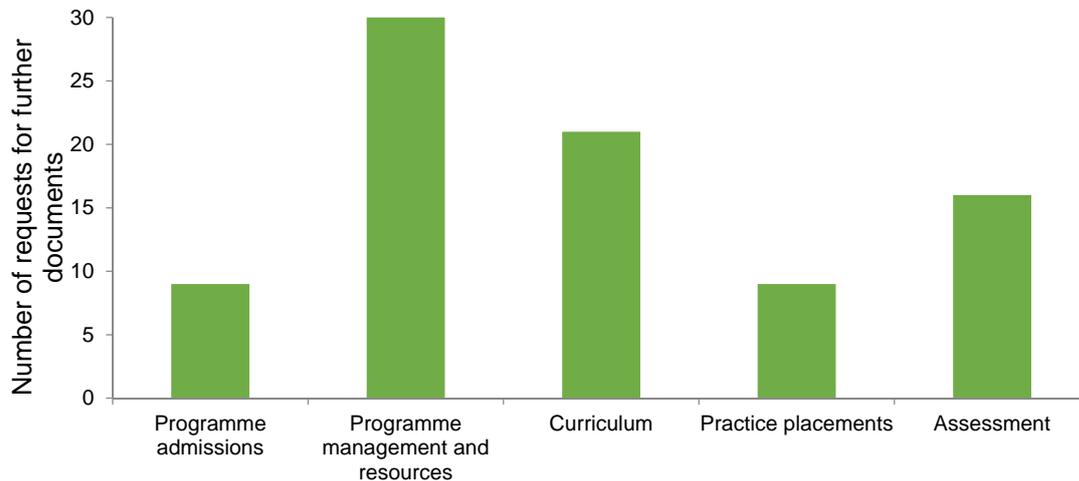
62 per cent of the programmes assessed met the standards for prescribing without the need for additional documentation. In contrast, only three per cent of programmes assessed via the full approval process in 2013–14 were approved without needing to meet any conditions.

This contrast is likely to have occurred since education providers have not fundamentally altered their existing prescribing provision to include independent prescribing training for AHPs. All of the education providers that engaged with this process ran existing HCPC approved SP programmes, and many ran IP programmes for nurses and pharmacists. It is also common for us to set fewer conditions on programmes that were visited as a result of our monitoring processes in 2013–14 in comparison to new programmes and new profession programmes. This is because existing programmes are more familiar with our regulatory requirements. For both of these reasons, a high proportion of education providers were able to demonstrate how they met the standards at the first attempt, and we did not need to visit any programmes as a result of the amended approval process.

We requested further documents from a significant proportion (38%) of programmes in order to be able to recommend them for approval to our ETC. We also had the

option to visit any programmes which could not provide sufficient evidence of meeting the standards, although in practice this was not necessary.

**Graph 31 – Number of requests for further documentation for SP / IP programmes considered at the November 2013 assessment days – by broad standard area**



Graph 31 illustrates that requests for further documentation were made most often for programme management and resources standards, followed by curriculum, and then assessment. Requests for further documentation for curriculum, practice placements and assessment standards often focused on specific areas of programme design, management and delivery. In contrast, requests placed on programme admissions, and programme management and resources, frequently related to the clarity and completeness of programme documentation.

We require documentation to communicate expectations about how the programme will interact with its stakeholders (such as students and practice placement educators), and that it clearly defines the roles and responsibilities of all parties in the delivery of the programme.

In other approval work, we often set a high number of conditions on the standards relating to practice placements, as practice placements are the area where education providers must work with a large number of stakeholders and invest both time and resources. In this instance, practice placements were one of the areas where we noted fewer concerns than in other areas. This was due to new programmes being based on existing HCPC approved programmes which already have policies and procedures in place to manage placement environments.

As a result of this amended approval process, 31 approved programmes were closed by education providers considering and rationalising their whole prescribing provision. The closed programmes were all SP programmes, which were often replaced by new iterations of SP programmes.

This is the first time that we have undertaken an amended approval process on this scale. 85 per cent of eligible education providers engaged with the process at the first opportunity and we reviewed 100 prescribing programmes at the assessment days in November 2013. This shows that the ability to deliver the independent prescribing annotation was desirable for education providers, and that they considered the process proportionate and easy to engage with along a reasonably short timeframe.

The amended approval process also gave eligible education providers the opportunity to gain approval for prescribing programmes in a significantly shorter timeframe than the standard approval process. On average, programmes were approved ten weeks after their documentary submission. This is less than half of the average time taken to receive approval for programmes assessed via the full approval process (in the 2013-14 academic year), which was 22 weeks. This demonstrates that we are able to amend our processes to support the work and initiatives of health and care service providers.

The process also reduced the burden of work required from education providers to evidence how they met the required standards when compared to the full approval process. The process was a proportionate assessment, requiring less organisational resource to carry out approval assessments.

Importantly, none of the outcomes from the assessment days are indicative of a specific risk profile for prescribing as an annotation, or a particular difficulty in engaging with our broad standards and flexible processes.

The programmes that have been through the amended approval process have demonstrated how they meet our standards for prescribing. Therefore, we have granted open-ended approval to these programmes and it will remain in place, subject to meeting our ongoing monitoring requirements.

## 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 and approved mental health professionals (AMHPs) in England. We know that this work will continue over the next academic year, which 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 as predicted in the last year's report. We have seen a number of biomedical scientist programmes implement changes to their programmes as a result of the Modernising Scientific Careers (MSC) initiative and let us know about these changes via our major change process. Following the changes to legislation for independent prescribing in August 2013, we also approved 102 independent prescribing programmes against our standards for prescribing in 2013–14.

In previous years, practice placement standards (SET 5) attracted the highest number of conditions in relation to our approval activities. However, for the second consecutive year, we have seen a reduction in the number of conditions around SET 5. 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's education seminars followed a similar format to those held in 2012–13. We held two seminars to introduce our approval process to those transitionally approved social work and AMHP programmes in England due to be visited over the next two academic years and introduce the new AMHP criteria. In anticipation of the requirement for service user and carer involvement with education and training programmes from September 2014, we also held six seminars across the UK to explain why we have developed this new SET. These seminars focused on providing an opportunity for education providers to identify who their specific service user and carers are and share experiences about service user and carer involvement implemented across other programmes and professions.

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

Changes being withdrawn from the major change process are comparable to last year and this is something we will continue to monitor in future years as we 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](http://www.hcpc-uk.org), call +44 (0)20 7840 9812 or email [education@hcpc-uk.org](mailto:education@hcpc-uk.org)

**Abigail Gorringe**  
**Director of Education**

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<b>Education provider</b>	<b>Programme name</b>	<b>Mode of study</b>	<b>Date of visit</b>	<b>Status at 31 August 2014</b>
Teesside University	BSc (Hons) Paramedic Practice	Full Time	4 September 2013	Approved
Kingston University	BA (Hons) Social Work	Full Time	10 September 2013	Approved
Kingston University	BA (Hons) Social Work	Part Time	10 September 2013	Approved
Kingston University	BA (Hons) Social Work	Work Based learning	10 September 2013	Approved
Kingston University	Masters in Social Work	Full Time	10 September 2013	Approved
Kingston University	Masters in Social Work	Work Based learning	10 September 2013	Approved
Kingston University	PG Dip in Social Work (Masters Exit Route Only)	Full Time	10 September 2013	Approved
Kingston University	PG Dip in Social Work (Masters Exit Route Only)	Work Based learning	10 September 2013	Approved
University of Hertfordshire	MSc Social Work (Step up to Social Work)	Full Time	10 September 2013	Approved
University of Hertfordshire	Postgraduate Diploma in Social Work (Step Up to Social Work)	Full Time	10 September 2013	Approved
The Open University	BA (Honours) Social Work (England)	Distance Learning	17 September 2013	Approved
University of Bedfordshire	Postgraduate Diploma in Professional Social Work Practice	Work Based learning	24 September 2013	Approved
Manchester Metropolitan University	PG Dip Social Work (Employment based)	Work Based learning	1 October 2013	Approved
University of Winchester	Post Graduate Diploma in Social Work	Full Time	1 October 2013	Approved
Surrey and South East London	Step-up Post-Graduate Diploma in Social Work	Full Time	2 October 2013	Approved

Partnership with Royal Holloway				
University of East London	Professional Doctorate in Occupational Psychology	Full Time	8 October 2013	Approved
University of Salford	Post Graduate Diploma Social Work (Step Up)	Full Time	9 October 2013	Approved
University of East London	Post-Graduate Diploma Social Work (Step Up to Social Work)	Full Time	22 October 2013	Approved
Buckinghamshire New University	PG Dip Social Work	Full Time	30 October 2013	Approved
University of Plymouth	BSc (Hons) Healthcare Science (Blood Science)	Full Time	30 October 2013	Approved
University of Plymouth	BSc (Hons) Healthcare Science (Cellular Science)	Full Time	30 October 2013	Approved
University of Plymouth	BSc (Hons) Healthcare Science (Infection Science)	Full Time	30 October 2013	Approved
Oxford Brookes University	BA (Hons) Social Work	Full Time	5 November 2013	Approved
Oxford Brookes University	BA (Hons) Social Work	Part Time	5 November 2013	Approved
Oxford Brookes University	MA Social Work	Full Time	5 November 2013	Approved
Oxford Brookes University	MA Social Work	Part Time	5 November 2013	Approved
Oxford Brookes University	PG Dip Social Work	Full Time	5 November 2013	Approved
Oxford Brookes University	PG Dip Social Work	Part Time	5 November 2013	Approved
Havering College of Further & Higher Education	BA (Hons) Social Work	Full Time	12 November 2013	Approved
Havering College of Further & Higher Education	BA (Hons) Social Work	Part Time	12 November 2013	Approved
University of Derby	Practice Certificate in Independent / Supplementary	Part Time	13 November 2013	Approved

	Prescribing (Physiotherapists)			
University of Derby	Practice Certificate in Independent / Supplementary Prescribing (Podiatrists)	Part Time	13 November 2013	Approved
Canterbury Christ Church University	BA (Hons) in Social Work	Full Time	14 November 2013	Approved
Canterbury Christ Church University	MA in Social Work	Full Time	14 November 2013	Approved
Canterbury Christ Church University	MA in Social Work	Part Time	14 November 2013	Approved
Canterbury Christ Church University	Post Graduate Diploma in Social Work (Masters Exit Route Only)	Full Time	14 November 2013	Approved
Canterbury Christ Church University	Post Graduate Diploma in Social Work (Masters Exit Route Only)	Part Time	14 November 2013	Approved
University of Wolverhampton	BA (Hons) Social Work	Full Time	20 November 2013	Approved
University of Wolverhampton	MA Social Work	Full Time	20 November 2013	Approved
University of Wolverhampton	PG Diploma Social Work (Masters Exit Route Only)	Full Time	20 November 2013	Approved
University of Brighton	BSc (Hons) Social Work	Full Time	27 November 2013	Approved
University of Brighton	BSc (Hons) Social Work	Part Time	27 November 2013	Approved
University of Brighton	MSc Social Work	Full Time	27 November 2013	Approved
University of Greenwich	BA (Hons) Social Work	Full Time	5 December 2013	Approved
University of Greenwich	BA (Hons) Social Work	Part Time	5 December 2013	Approved
University of Greenwich	MA Social Work	Full Time	5 December 2013	Approved
University of Greenwich	MA Social Work	Part Time	5 December 2013	Approved
University of Greenwich	PG Dip Social Work	Full Time	5 December 2013	Approved

University of Greenwich	PG Dip Social Work	Part Time	5 December 2013	Approved
Cardiff Metropolitan University	Doctorate in Forensic Psychology	Full Time	10 December 2013	Approved
Cardiff Metropolitan University	Doctorate in Forensic Psychology	Part Time	10 December 2013	Approved
Cardiff Metropolitan University	Post Graduate Diploma in Practitioner Forensic Psychology	Full Time	10 December 2013	Approved
Cardiff Metropolitan University	Post Graduate Diploma in Practitioner Forensic Psychology	Part Time	10 December 2013	Approved
University of Hull	BSc (Hons) Operating Department Practice	Full Time	11 December 2013	Approved
North West Midlands Regional Partnership / Staffordshire University	Post Graduate Diploma in Step Up to Social Work	Full Time	17 December 2013	Approved
University of Birmingham	Postgraduate Certificate in Higher Specialist Work in Mental Health Services (AMHP)	Work Based learning	7 January 2014	Approved
University of Birmingham	Postgraduate Diploma in Higher Specialist Work in Mental Health Services (AMHP)	Work Based learning	7 January 2014	Approved
Brunel University	MSc Occupational Therapy (Pre-registration)	Full Time	28 January 2014	Approved
South Essex College of Further and Higher Education	BA (Hons) Social Work	Full Time	30 January 2014	Approved
University of West London	BSc (Hons) in Social Work	Full Time	30 January 2014	Approved
Bournemouth University	MA Advanced Mental Health Practice (AMHP)	Part Time	11 February 2014	Approved
Bournemouth University	Postgraduate Diploma Advanced Mental Health Practice (AMHP)	Work Based learning	11 February 2014	Approved
University of Southampton	Hearing Aid Aptitude Test	Distance Learning	12 February 2014	Approved

Ruskin College	BA (Honours) Social Work	Full Time	13 February 2014	Approved
Ruskin College	BA (Honours) Social Work	Part Time	13 February 2014	Approved
Frontline (ARK) and Tilda Goldberg Centre	The Frontline Academy (PG Dip Social Work)	Full Time	25 February 2014	Approved
University of Leeds	BA Honours in Social Work	Full Time	25 February 2014	Approved
University of Leeds	MA in Social Work	Full Time	25 February 2014	Approved
University of Leeds	Post Graduate Diploma in Social Work (Masters Exit Route Only)	Full Time	25 February 2014	Approved
University of Portsmouth	BSc (Hons) in Social Work	Full Time	25 February 2014	Approved
University of Portsmouth	MSc Social Work	Full Time	25 February 2014	Approved
Leeds Beckett University (formerly Leeds Metropolitan University)	BA (Hons) Social Work	Full Time	4 March 2014	Approved
Leeds Beckett University (formerly Leeds Metropolitan University)	MA Social Work	Full Time	4 March 2014	Approved
Leeds Beckett University (formerly Leeds Metropolitan University)	PG Diploma in Social Work (Masters Exit Route Only)	Full Time	4 March 2014	Approved
Leeds Beckett University (formerly Leeds Metropolitan University)	Postgraduate Certificate Mental Health Practice	Part Time	4 March 2014	Approved
University of East Anglia	BA (Hons) in Social Work	Full Time	4 March 2014	Approved
University of East Anglia	MA in Social Work	Full Time	4 March 2014	Approved
University Campus Suffolk	BA (Hons) Social Work	Full Time	5 March 2014	Approved
University Campus Suffolk	BA (Hons) Social Work	Part Time	5 March 2014	Approved

University Campus Suffolk	BA (Hons) Social Work	Work Based learning	5 March 2014	Approved
University of York	BA (Hons) in Social Work	Full Time	5 March 2014	Approved
University of York	MA in Social Work	Full Time	5 March 2014	Approved
University of York	Postgraduate Diploma in Social Work (Masters Exit Route Only)	Full Time	5 March 2014	Approved
City College Norwich	BA (Hons) Applied Social Work	Flexible	11 March 2014	Approved
City College Norwich	BA (Hons) Applied Social Work	Full Time	11 March 2014	Approved
University of Brighton	Post Graduate Diploma Approved Mental Health Practice	Part Time	11 March 2014	Approved
Brunel University	BA (Hons) Social Work	Full Time	18 March 2014	Approved
Brunel University	BA (Hons) Social Work	Part Time	18 March 2014	Approved
Brunel University	MA Social Work	Full Time	18 March 2014	Approved
Brunel University	Post Graduate Diploma in Social Work (Masters Exit Route Only)	Full Time	18 March 2014	Approved
New College Durham	BA (Hons) Social Work	Full Time	19 March 2014	Approved
New College Durham	BA (Hons) Social Work	Part Time	19 March 2014	Approved
University of Chichester	BA (Hons) Social Work	Full Time	19 March 2014	Approved
University of Chichester	MA Social Work	Full Time	19 March 2014	Approved
University of Sunderland	BA (Hons) Social Work	Full Time	20 March 2014	Approved
University of Sunderland	BA (Hons) Social Work	Part Time	20 March 2014	Approved
University of Sunderland	MA Social Work	Full Time	20 March 2014	Approved
University of Sunderland	MA Social Work	Part Time	20 March 2014	Approved
Glasgow Caledonian University	BSc (Hons) Diagnostic Imaging	Full Time	01 April 2014	Approved
Glasgow Caledonian University	BSc (Hons) Occupational Therapy	Full Time	1 April 2014	Approved

Glasgow Caledonian University	BSc (Hons) Physiotherapy	Full Time	1 April 2014	Approved
Glasgow Caledonian University	BSc (Hons) Podiatry	Full Time	1 April 2014	Approved
Glasgow Caledonian University	BSc (Hons) Radiotherapy and Oncology	Full Time	1 April 2014	Approved
Glasgow Caledonian University	BSc in Operating Department Practice	Full Time	1 April 2014	Approved
Glasgow Caledonian University	MSc Occupational Therapy (Pre-registration)	Full Time	1 April 2014	Approved
Glasgow Caledonian University	MSc Physiotherapy (Pre-registration)	Full Time	1 April 2014	Approved
NE London AMHP Training Consortium	PG Diploma Approved Mental Health Practice	Work Based learning	2 April 2014	Approved
Goldsmiths College University of London	BA (Hons) Social Work	Full Time	8 April 2014	Approved
Goldsmiths College University of London	MA in Social Work	Full Time	8 April 2014	Approved
University of Central Lancashire	BSc (Hons) Healthcare Sciences	Full Time	9 April 2014	Approved
University of Sheffield	MA in Social Work	Full Time	9 April 2014	Approved
University of Sheffield	Post Graduate Diploma in Social Work (Masters Exit Route Only)	Full Time	9 April 2014	Approved
University of Bradford	BA Honours in Social Work	Full Time	15 April 2014	Approved
University of Bradford	MA in Social Work	Full Time	15 April 2014	Approved
University of Bradford	Post Graduate Diploma Mental Health Practice	Full Time	15 April 2014	Approved
Southampton Solent University	BA (Hons) Social Work	Full Time	16 April 2014	Approved
Southampton Solent University	BA (Hons) Social Work	Work Based learning	16 April 2014	Approved

Buckinghamshire New University	BSc (Hons) Social Work	Full Time	23 April 2014	Approved
Buckinghamshire New University	MSc Social Work	Full Time	23 April 2014	Approved
University of East Anglia	BSc (Hons) Paramedic Science	Full Time	24 April 2014	Approved
University of Essex	BA (Hons) Social Work	Full Time	24 April 2014	Approved
University of Essex	BA (Hons) Social Work	Part Time	24 April 2014	Approved
University of Sussex	BA (Hons) Social Work	Full Time	29 April 2014	Approved
University of Sussex	BA (Hons) Social Work	Part Time	29 April 2014	Approved
University of Sussex	MA in Social Work	Full Time	29 April 2014	Approved
University of Sussex	PG Diploma in Social Work (Masters Exit Route Only)	Full Time	29 April 2014	Approved
Anglia Ruskin University	BSc (Hons) Paramedic Science	Full Time	29 April 2014	Approved
Cardiff University (Prifysgol Caerdydd)	BSc (Hons) Operating Department Practice	Full Time	29 April 2014	Approved
University of Hertfordshire	Postgraduate Certificate Applied Mental Health Practice	Full Time	6 May 2014	Approved
University of Hertfordshire	Postgraduate Certificate Applied Mental Health Practice	Part Time	6 May 2014	Approved
University of Huddersfield	BSc (Hons) in Social Work	Full Time	7 May 2014	Approved
University of Huddersfield	MSc Social Work	Full Time	7 May 2014	Approved
University of Huddersfield	MSc Social Work	Part Time	7 May 2014	Approved
Royal Holloway, University of London	Graduate Diploma in Social Work	Full Time	8 May 2014	Approved
Royal Holloway, University of London	MSc in Social Work	Full Time	8 May 2014	Approved

Royal Holloway, University of London	PG Dip in Social Work (Masters Exit Route Only)	Full Time	8 May 2014	Approved
Bournemouth University	MSc Occupational Therapy (Pre-registration)	Full Time	13 May 2014	Approved
Bournemouth University	MSc Physiotherapy (Pre-registration)	Full Time	13 May 2014	Approved
University of Chester	MA Applied Mental Health Practice	Work Based learning	13 May 2014	Approved
University of Chester	PG Cert Applied Mental Health Practice	Work Based learning	13 May 2014	Approved
University of Chester	PG Diploma Applied Mental Health Practice	Work Based learning	13 May 2014	Approved
University of Kent	BA (Hons) Social Work	Full Time	13 May 2014	Approved
University of Kent	MA in Social Work	Full Time	13 May 2014	Approved
University of Kent	PG Diploma in Social Work (masters exit route only)	Full Time	13 May 2014	Approved
University of Manchester	Post Graduate Certificate in Applied Mental Health	Work Based learning	14 May 2014	Approved
University of Bedfordshire	BSc (Hons) Social Work	Full Time	20 May 2014	Approved
University of Bedfordshire	MSc Social Work	Full Time	20 May 2014	Approved
University of Hertfordshire	BSc (Hons) Social Work	Full Time	20 May 2014	Approved
University of Hertfordshire	MSc Social Work	Full Time	20 May 2014	Approved
University of the West of England, Bristol	BSc (Hons) Paramedic Science	Full Time	20 May 2014	Approved
University of West London	BSc (Hons) Operating Department Practice	Full Time	5 June 2014	Approved
East London Mental Health Training Partnership	Approved Mental Health Practitioner	Work Based learning	10 June 2014	Approved
Academy for Healthcare Science	Certificate of Attainment	Full Time	11 June 2014	Approved

Academy for Healthcare Science	Certificate of Equivalence	Full Time	11 June 2014	Approved
University of Hull	BSc (Hons) Healthcare Science (Life Sciences)	Full Time	17 June 2014	Approved
Queen Margaret University	Aptitude Test in Hearing Aid Dispensing	Distance Learning	18 June 2014	Approved
University of Winchester	BSc (Hons) Social Work	Full Time	18 June 2014	Approved
London Metropolitan University	BSc (Hons) Social Work	Full Time	24 June 2014	Pending - approved on 4 December 2014
London Metropolitan University	MSc Social Work	Full Time	24 June 2014	Pending - approved on 4 December 2014
London Metropolitan University	Postgraduate Diploma in Social Work	Full Time	24 June 2014	Pending - approved on 4 December 2014
Middlesex University	BA (Hons) Social Work	Full Time	24 June 2014	Approved
Middlesex University	MA in Social Work	Full Time	24 June 2014	Approved
Birmingham City University	MSc Mental Health	Full Time	26 June 2014	Pending - approved on 4 December 2014
Birmingham City University	Post Graduate Diploma Approved Mental Health Practitioner	Full Time	26 June 2014	Pending - approved on 4 December 2014
The University of Northampton	BSc (Hons) Paramedic Science	Full Time	22 July 2014	Pending - approved on 4 December 2014
The University of Northampton	BSc (Hons) Paramedic Science	Part Time	22 July 2014	Pending - approved on 4 December 2014

## List of major changes and outcomes

<b>Programme name</b>	<b>Date notification received</b>	<b>Education provider</b>	<b>Mode</b>	<b>Status at 31 August 2014</b>
MSc Physiotherapy (Pre-registration)	September 2013	Robert Gordon University	Full Time	Sufficient evidence of SETs - no visit
Post Graduate Diploma in Physiotherapy (Pre-registration)	September 2013	Robert Gordon University	Full Time	Sufficient evidence of SETs - no visit
DPsych Counselling Psychology	September 2013	Regent's University London	Full Time	Use annual monitoring process to review changes
Masters In Social Work	September 2013	Sheffield Hallam University	Full Time	Changes withdrawn by education provider
Master of Social Work	September 2013	Sheffield Hallam University	Full Time	Changes withdrawn by education provider
BSc (Hons) Radiography (Diagnostic)	September 2013	University of Leeds	Full Time	Sufficient evidence of SETs - no visit
DipHE Operating Department Practice	September 2013	Birmingham City University	Full Time	Use annual monitoring process to review changes
Diploma of Higher Education Operating Department Practice	September 2013	University Campus Suffolk	Full Time	Sufficient evidence of SETs - no visit
Doctorate in Clinical Psychology (DClinPsychol)	September 2013	Canterbury Christ Church University	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Physiotherapy	September 2013	University of Huddersfield	Full Time	Use annual monitoring process to review changes

BSc (Hons) Physiotherapy	September 2013	University of East London	Full Time	Changes withdrawn by education provider
BSc (Hons) Podiatric Medicine	September 2013	University of East London	Full Time	Changes withdrawn by education provider
Pg Dip Occupational Therapy	September 2013	University of Brighton	Full Time	Sufficient evidence of SETs - no visit
MSc Occupational Therapy (Pre-registration)	September 2013	University of East Anglia	Full Time	Sufficient evidence of SETs - no visit
MSc Physiotherapy (Pre-registration)	September 2013	Leeds Metropolitan University	Full Time	Sufficient evidence of SETs - no visit
Higher National Diploma Hearing Aid Audiology	September 2013	Mary Hare	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Applied Biomedical Sciences	September 2013	Robert Gordon University	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Nutrition and Dietetics	September 2013	Robert Gordon University	Full Time	Sufficient evidence of SETs - no visit
BA (Hons) Social Work	October 2013	University of East London	Full Time	Sufficient evidence of SETs - no visit
MA in Social Work	October 2013	University of East London	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Occupational Therapy	October 2013	Bournemouth University	Full Time	Sufficient evidence of SETs - no visit
DipHE Operating Department Practice	October 2013	University of West London	Full Time	Use approval process to review changes
BSc (Hons) Diagnostic Radiography	October 2013	London South Bank University	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Diagnostic Radiography	October 2013	London South Bank University	Part Time	Sufficient evidence of SETs - no visit

Pg Dip Occupational Therapy	October 2013	London South Bank University	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Occupational Therapy	October 2013	London South Bank University	Part Time	Sufficient evidence of SETs - no visit
BSc (Hons) Occupational Therapy	October 2013	London South Bank University	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Therapeutic Radiography	October 2013	London South Bank University	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Occupational Therapy	October 2013	University of Ulster	Full Time	Use annual monitoring process to review changes
Dip HE Paramedic Practice	October 2013	University of Central Lancashire	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Occupational Therapy	October 2013	London South Bank University	Part Time (In Service)	Sufficient evidence of SETs - no visit
Diploma of Higher Education Operating Department Practice	October 2013	Bournemouth University	Full Time	Changes withdrawn by education provider
BSc (Hons) Physiotherapy	October 2013	Bournemouth University	Full Time	Changes withdrawn by education provider
BSc (Hons) Occupational Therapy	October 2013	Bournemouth University	Full Time	Changes withdrawn by education provider
BSc (Hons) Operating Department Practice	October 2013	University of Plymouth	Full Time	Sufficient evidence of SETs - no visit
MA Art Psychotherapy	October 2013	Roehampton University	Full Time	Use annual monitoring process to review changes

MA Art Psychotherapy	October 2013	Roehampton University	Part Time	Use annual monitoring process to review changes
MSc Occupational Therapy (Pre-registration)	October 2013	Glasgow Caledonian University	Full Time	Use approval process to review changes
BSc (Hons) Speech and Language Pathology	October 2013	University of Strathclyde	Full Time	Sufficient evidence of SETs - no visit
MSc Occupational Therapy (Pre-registration)	October 2013	University of Essex	Full Time	Sufficient evidence of SETs - no visit
Certificate of Attainment	October 2013	Academy for Healthcare Science	Full Time	Changes withdrawn by education provider
Certificate of Equivalence	October 2013	Academy for Healthcare Science	Full Time	Changes withdrawn by education provider
Doctorate in Clinical Psychology (D.Clin.Psychol)	October 2013	University of Liverpool	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Physiotherapy	October 2013	University of East London	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Podiatric Medicine	October 2013	University of East London	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Podiatry	October 2013	University of East London	Full Time	Sufficient evidence of SETs - no visit
Supplementary Prescribing	November 2013	University of Glamorgan	Part Time	Changes withdrawn by education provider
MA Art Psychotherapy	November 2013	University of Wales, Newport	Part Time	Changes withdrawn by education provider

MA Music Therapy	November 2013	University of Wales, Newport	Part Time	Changes withdrawn by education provider
Supplementary Prescribing	November 2013	University of South Wales	Part Time	Changes withdrawn by education provider
Aston Certificate in Audiology	November 2013	Aston University	Part Time	Sufficient evidence of SETs - no visit
BSc (Hons) Physiotherapy	November 2013	University of Ulster	Full Time	Sufficient evidence of SETs - no visit
MSc Physiotherapy (Pre-registration)	November 2013	King's College London	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Physiotherapy	November 2013	King's College London	Full Time	Sufficient evidence of SETs - no visit
MSc Nutrition and Dietetics	November 2013	University of Chester	Full Time	Sufficient evidence of SETs - no visit
Pg Dip Nutrition and Dietetics	November 2013	University of Chester	Full Time	Sufficient evidence of SETs - no visit
D.Psych in Counselling Psychology	November 2013	Glasgow Caledonian University & University of Strathclyde	Full Time	Sufficient evidence of SETs - no visit
D.Psych in Counselling Psychology	November 2013	Glasgow Caledonian University & University of Strathclyde	Part Time	Sufficient evidence of SETs - no visit
D.Psych in Counselling Psychology	November 2013	Glasgow Caledonian University	Part Time	Sufficient evidence of SETs - no visit
D.Psych in Counselling Psychology	November 2013	Glasgow Caledonian University	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Diagnostic Radiography and Imaging	November 2013	Cardiff University (Prifysgol Caerdydd)	Full Time	Sufficient evidence of SETs - no visit

BMed Sci (Hons) Orthoptics	November 2013	University of Sheffield	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Physiotherapy	November 2013	Coventry University	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Physiotherapy (Leicester)	November 2013	Coventry University	Full Time	Sufficient evidence of SETs - no visit
Pg Dip Speech and Language Therapy	November 2013	Canterbury Christ Church University	Full Time	Sufficient evidence of SETs - no visit
Pg Dip Speech and Language Therapy	November 2013	University of Greenwich	Full Time	Sufficient evidence of SETs - no visit
DipHE Operating Department Practice	November 2013	Canterbury Christ Church University	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Operating Department Practice	November 2013	Canterbury Christ Church University	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Human Nutrition and Dietetics	November 2013	Cardiff Metropolitan University	Full Time	Sufficient evidence of SETs - no visit
MSc Speech and Language Sciences	November 2013	University College London	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Speech Sciences	November 2013	University College London	Full Time	Sufficient evidence of SETs - no visit
MSc Nutrition and Dietetics	November 2013	University of Chester	Full Time	Changes withdrawn by education provider
Pg Dip Nutrition and Dietetics	November 2013	University of Chester	Full Time	Changes withdrawn by education provider
MA Drama and Movement Therapy (Sesame)	November 2013	The Royal Central School of Speech & Drama	Full Time	Use annual monitoring process to review changes

BSc (Hons) Dietetics	December 2013	Queen Margaret University	Full Time	Changes withdrawn by education provider
MSc Physiotherapy (Pre-registration)	December 2013	Glasgow Caledonian University	Full Time	Use approval process to review changes
BSc (Hons) Dietetics	December 2013	Coventry University	Full Time	Use annual monitoring process to review changes
Certificate of Attainment	December 2013	Academy for Healthcare Science	Full Time	Use approval process to review changes
Certificate of Equivalence	December 2013	Academy for Healthcare Science	Full Time	Use approval process to review changes
DipHE Operating Department Practice	December 2013	Teesside University	Full Time	Sufficient evidence of SETs - no visit
Doctorate in Clinical Psychology (D.Clin Psych)	December 2013	Oxford Health NHS Foundation Trust	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Occupational Therapy	December 2013	University of Salford	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Occupational Therapy	December 2013	University of Salford	Part Time	Sufficient evidence of SETs - no visit
MSc Diagnostic Radiography (Pre-registration)	December 2013	Teesside University	Full Time	Sufficient evidence of SETs - no visit
Pg Dip Diagnostic Radiography (Pre-registration)	December 2013	Teesside University	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Occupational Therapy	December 2013	Bournemouth University	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Physiotherapy	December 2013	Bournemouth University	Full Time	Sufficient evidence of SETs - no visit

Diploma of Higher Education Operating Department Practice	December 2013	Bournemouth University	Full Time	Sufficient evidence of SETs - no visit
FdSc Paramedic Science	December 2013	University of Portsmouth	Full Time	Sufficient evidence of SETs - no visit
FdSc Paramedic Science	December 2013	University of Portsmouth	Part Time	Sufficient evidence of SETs - no visit
BSc (Hons) Podiatry	December 2013	Glasgow Caledonian University	Full Time	Use approval process to review changes
BSc (Hons) Physiotherapy	December 2013	Keele University	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Physiotherapy	December 2013	Keele University	Part Time	Sufficient evidence of SETs - no visit
Professional Doctorate in Counselling Psychology	December 2013	University of East London	Part Time	Changes withdrawn by education provider
MA in Dramatherapy	January 2014	Southwest School of Dramatherapy	Part Time	Changes withdrawn by education provider
BSc (Hons) Paramedic Practice	January 2014	University of Surrey	Full Time	Sufficient evidence of SETs - no visit
Doctorate in Child, Community and Educational Psychology (D.Ch.Ed.Psych.)	January 2014	Tavistock & Portman NHS Foundation Trust	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Radiography (Diagnostic)	January 2014	University of Leeds	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) in Operating Department Practice	January 2014	University of Central Lancashire	Full Time	Use annual monitoring process to review changes

BSc (Hons) Prosthetics and Orthotics	January 2014	University of Salford	Full Time	Use annual monitoring process to review changes
BSc (Hons) Applied Biomedical Science	January 2014	Liverpool John Moores University	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Applied Biomedical Science	January 2014	Liverpool John Moores University	Part Time	Sufficient evidence of SETs - no visit
BSc (Hons) Diagnostic Radiography	January 2014	University of Derby	Full Time	Sufficient evidence of SETs - no visit
Pg Dip Radiotherapy and Oncology in Practice	January 2014	Sheffield Hallam University	Full Time	Sufficient evidence of SETs - no visit
MA Music Therapy	January 2014	University of the West of England, Bristol	Part Time	Sufficient evidence of SETs - no visit
BSc (Hons) Applied Biomedical Science	January 2014	Nottingham Trent University	Full Time	Changes withdrawn by education provider
BSc (Hons) Applied Biomedical Science	January 2014	Cardiff Metropolitan University	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Applied Biomedical Science	January 2014	Cardiff Metropolitan University	Part Time	Sufficient evidence of SETs - no visit
BSc (Hons) Applied Biomedical Science	January 2014	Cardiff Metropolitan University	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Applied Biomedical Science	January 2014	Cardiff Metropolitan University	Part Time	Sufficient evidence of SETs - no visit
BSc (Hons) Healthcare Science (Blood Sciences)	January 2014	Cardiff Metropolitan University	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Healthcare Science (Cellular Sciences)	January 2014	Cardiff Metropolitan University	Full Time	Sufficient evidence of SETs - no visit

BSc (Hons) Healthcare Science (Genetic Sciences)	January 2014	Cardiff Metropolitan University	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Healthcare Science (Infection Sciences)	January 2014	Cardiff Metropolitan University	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Diagnostic Radiography	January 2014	Birmingham City University	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Diagnostic Radiography	January 2014	Birmingham City University	Part Time	Sufficient evidence of SETs - no visit
BSc (Hons) Radiotherapy	January 2014	Birmingham City University	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Radiotherapy	January 2014	Birmingham City University	Part Time	Sufficient evidence of SETs - no visit
BSc (Hons) Physiotherapy	January 2014	Queen Margaret University	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Podiatry	January 2014	University of Southampton	Full Time	Sufficient evidence of SETs - no visit
M Biomed Sci	January 2014	University of Hull	Full Time	Use approval process to review changes
Doctorate in Clinical Psychology (PsychD)	January 2014	University of Surrey	Full Time	Sufficient evidence of SETs - no visit
BA (Hons) Social Work	January 2014	University of Salford	Full Time	Sufficient evidence of SETs - no visit
BA (Hons) Social Work	January 2014	University of Salford	Part Time	Sufficient evidence of SETs - no visit
MA in Dramatherapy	February 2014	Southwest School of Dramatherapy	Part Time	Sufficient evidence of SETs - no visit
BSc (Hons) Physiotherapy	February 2014	University of Brighton	Full Time	Sufficient evidence of SETs - no visit

Prescribing for Health Care Professionals	February 2014	University of Brighton	Part Time	Sufficient evidence of SETs - no visit
BSc (Hons) Clinical Language Sciences (Speech and Language Therapy)	February 2014	Leeds Metropolitan University	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Speech and Language Therapy	February 2014	Leeds Metropolitan University	Full Time	Sufficient evidence of SETs - no visit
Post-Graduate Diploma Social Work (Step Up to Social Work)	February 2014	University of East London	Full Time	Use annual monitoring process to review changes
BA (Hons) Social Work	February 2014	University of East London	Full Time	Use annual monitoring process to review changes
MA in Social Work	February 2014	University of East London	Full Time	Use annual monitoring process to review changes
BSc (Hons) Occupational Therapy	February 2014	Glyndwr University	Full Time	Use annual monitoring process to review changes
BSc (Hons) Operating Department Practice	February 2014	Canterbury Christ Church University	Full Time	Use annual monitoring process to review changes
DipHE Operating Department Practice	February 2014	Canterbury Christ Church University	Full Time	Use annual monitoring process to review changes
FDS in Hearing Aid Audiology	March 2014	Anglia Ruskin University	Distance Learning	Sufficient evidence of SETs - no visit
DipHE Operating Department Practice	March 2014	University of East Anglia	Full Time	Sufficient evidence of SETs - no visit

BSc (Hons) Speech and Language Therapy	March 2014	University of Ulster	Full Time	Sufficient evidence of SETs - no visit
BA (Hons) Social Work	March 2014	Teesside University	Full Time	Sufficient evidence of SETs - no visit
MSc Physiotherapy (Pre-registration)	March 2014	University of Birmingham	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Occupational Therapy	March 2014	Cardiff University (Prifysgol Caerdydd)	Part Time	Changes withdrawn by education provider
Doctorate in Clinical Psychology (DclinPsychol)	March 2014	University of Southampton	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Diagnostic Radiography	March 2014	University of Salford	Full Time	Sufficient evidence of SETs - no visit
Foundation Degree Paramedic Science	March 2014	Teesside University	Full Time	Sufficient evidence of SETs - no visit
Doctorate in Clinical Psychology (DClinPsy)	March 2014	University of Hertfordshire	Full Time	Changes withdrawn by education provider
Professional Doctorate in Counselling Psychology (DcounsPsy)	March 2014	University of Wolverhampton	Full Time	Sufficient evidence of SETs - no visit
Professional Doctorate in Counselling Psychology (DcounsPsy)	March 2014	University of Wolverhampton	Part Time	Sufficient evidence of SETs - no visit
Non-Medical Prescribing IP and/or SP (HE6)	March 2014	The University of Bolton	Part Time	Changes withdrawn by education provider
Non-Medical Prescribing IP and/or SP (HE7)	March 2014	The University of Bolton	Part Time	Changes withdrawn by education provider

BSc (Hons) Healthcare Science (Audiology)	March 2014	University of Manchester	Full Time	Sufficient evidence of SETs - no visit
Professional Doctorate in Educational and Child Psychology (D.Ed.Ch.Psych)	March 2014	University of East London	Full Time	Sufficient evidence of SETs - no visit
Practitioner Doctorate in Psychotherapeutic and Counselling Psychology (PsychD)	March 2014	University of Surrey	Full Time	Changes withdrawn by education provider
BSc (Hons) Occupational Therapy	March 2014	Oxford Brookes University	Full Time	Changes withdrawn by education provider
BSc (Hons) Occupational Therapy	March 2014	Oxford Brookes University	Part Time	Changes withdrawn by education provider
Professional Doctorate in Counselling Psychology	March 2014	University of the West of England, Bristol	Full Time	Sufficient evidence of SETs - no visit
Professional Doctorate in Counselling Psychology	March 2014	University of the West of England, Bristol	Part Time	Sufficient evidence of SETs - no visit
Doctorate in Clinical Psychology (DClinPsychol)	March 2014	University of Leeds	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Paramedic Science	April 2014	University of Greenwich	Full Time	Use approval process to review changes
BSc (Hons) Paramedic Science (London)	April 2014	University of Greenwich	Full Time	Use approval process to review changes
IHCD Paramedic Award	April 2014	East Midlands Ambulance Service NHS Trust	Full Time	Changes withdrawn by education provider

IHCD Paramedic Award	April 2014	East Midlands Ambulance Service NHS Trust	Part Time	Changes withdrawn by education provider
BSc (Hons) Physiotherapy	April 2014	Teesside University	Full Time	Changes withdrawn by education provider
BSc (Hons) Diagnostic Radiography	April 2014	Teesside University	Full Time	Changes withdrawn by education provider
BSc (Hons) Occupational Therapy	April 2014	Teesside University	Full Time	Changes withdrawn by education provider
MSc Diagnostic Radiography (Pre-registration)	April 2014	Teesside University	Full Time	Changes withdrawn by education provider
MSc Occupational Therapy (Pre-registration)	April 2014	Teesside University	Full Time	Changes withdrawn by education provider
MSc Physiotherapy (Pre-registration)	April 2014	Teesside University	Full Time	Changes withdrawn by education provider
Pg Dip Diagnostic Radiography (Pre-registration)	April 2014	Teesside University	Full Time	Changes withdrawn by education provider
Pg Dip Occupational Therapy (Pre-registration)	April 2014	Teesside University	Full Time	Changes withdrawn by education provider
Pg Dip Physiotherapy (Pre-registration)	April 2014	Teesside University	Full Time	Changes withdrawn by education provider
BSc (Hons) Nutrition and Dietetics	April 2014	University of Chester	Full Time	Changes withdrawn by education provider

Pg Dip Radiotherapy	April 2014	University of Liverpool	Full Time	Changes withdrawn by education provider
Foundation Degree in Paramedic Science	April 2014	Staffordshire University	Full Time	Sufficient evidence of SETs - no visit
Foundation Degree in Professional Development in Paramedic Science	April 2014	Staffordshire University	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Healthcare Science (Audiology)	April 2014	University of Southampton	Full Time	Changes withdrawn by education provider
BSc (Hons) Occupational Therapy	April 2014	Oxford Brookes University	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Occupational Therapy	April 2014	Oxford Brookes University	Part Time	Sufficient evidence of SETs - no visit
MSc Occupational Therapy (Pre-registration)	April 2014	Oxford Brookes University	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Diagnostic Radiography	May 2014	Sheffield Hallam University	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Occupational Therapy	May 2014	Sheffield Hallam University	Full Time	Pending - eventual outcome of sufficient evidence of SETs - no visit
BSc (Hons) Physiotherapy	May 2014	Sheffield Hallam University	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Radiotherapy and Oncology	May 2014	Sheffield Hallam University	Full Time	Sufficient evidence of SETs - no visit
Diploma of Higher Education Operating Department Practice	May 2014	Sheffield Hallam University	Full Time	Sufficient evidence of SETs - no visit

Diploma of Higher Education Paramedic Practice	May 2014	Sheffield Hallam University	Full Time	Pending - eventual outcome of sufficient evidence of SETs - no visit
MMED Sci Clinical Communication Studies	May 2014	University of Sheffield	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Physiotherapy	May 2014	University of the West of England, Bristol	Full Time	Sufficient evidence of SETs - no visit
BA (Hons) Social Work	May 2014	Leeds Metropolitan University	Full Time	Use annual monitoring process to review changes
BSc (Hons) Clinical Language Sciences (Speech and Language Therapy)	May 2014	Leeds Metropolitan University	Full Time	Use annual monitoring process to review changes
BSc (Hons) Dietetics	May 2014	Leeds Metropolitan University	Full Time	Use annual monitoring process to review changes
BSc (Hons) Physiotherapy	May 2014	Leeds Metropolitan University	Full Time	Use annual monitoring process to review changes
BSc (Hons) Speech and Language Therapy	May 2014	Leeds Metropolitan University	Full Time	Use annual monitoring process to review changes
MA Art Psychotherapy Practice	May 2014	Leeds Metropolitan University	Full Time	Use annual monitoring process to review changes
MA Art Psychotherapy Practice	May 2014	Leeds Metropolitan University	Part Time	Use annual monitoring process to review changes

MA Social Work	May 2014	Leeds Metropolitan University	Full Time	Use annual monitoring process to review changes
MSc Occupational Therapy (Pre-registration)	May 2014	Leeds Metropolitan University	Full Time	Use annual monitoring process to review changes
MSc Physiotherapy (Pre-registration)	May 2014	Leeds Metropolitan University	Full Time	Use annual monitoring process to review changes
Non-Medical Prescribing	May 2014	Leeds Metropolitan University	Part Time	Use annual monitoring process to review changes
Pg Dip Dietetics	May 2014	Leeds Metropolitan University	Full Time	Use annual monitoring process to review changes
Pg Dip Occupational Therapy	May 2014	Leeds Metropolitan University	Full Time	Use annual monitoring process to review changes
Pg Dip Physiotherapy	May 2014	Leeds Metropolitan University	Full Time	Use annual monitoring process to review changes
PG Diploma in Social Work (Masters Exit Route Only)	May 2014	Leeds Metropolitan University	Full Time	Use annual monitoring process to review changes
Postgraduate Certificate Mental Health Practice	May 2014	Leeds Metropolitan University	Part Time	Use annual monitoring process to review changes
Postgraduate Diploma Mental Health Studies	May 2014	Leeds Metropolitan University	Work Based learning	Use annual monitoring process to review changes

BSc (Hons) Paramedic Practice	May 2014	University of Brighton	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Paramedic Practice	May 2014	University of Surrey	Full Time	Sufficient evidence of SETs - no visit
Doctorate in Clinical Psychology (DClinPsy)	May 2014	University of East London	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Healthcare Sciences - Life Sciences (Blood Sciences)	May 2014	Manchester Metropolitan University	Full Time	Use annual monitoring process to review changes
BSc (Hons) Healthcare Sciences - Life Sciences (Cellular Sciences)	May 2014	Manchester Metropolitan University	Full Time	Use annual monitoring process to review changes
BSc (Hons) Healthcare Sciences - Life Sciences (Genetic Sciences)	May 2014	Manchester Metropolitan University	Full Time	Use annual monitoring process to review changes
BSc (Hons) Healthcare Sciences - Life Sciences (Infection Sciences)	May 2014	Manchester Metropolitan University	Full Time	Use annual monitoring process to review changes
PG Diploma Approved Mental Health Practice	May 2014	NE London AMHP Training Consortium	Work Based learning	Use annual monitoring process to review changes
Certificate of Equivalence	May 2014	Academy for Healthcare Science	Full Time	Sufficient evidence of SETs - no visit
Certificate of Attainment	May 2014	Academy for Healthcare Science	Full Time	Sufficient evidence of SETs - no visit
Post Graduate Diploma in Practitioner Forensic Psychology	May 2014	Cardiff Metropolitan University	Full Time	Use annual monitoring process to review changes

Post Graduate Diploma in Practitioner Forensic Psychology	May 2014	Cardiff Metropolitan University	Part Time	Use annual monitoring process to review changes
Doctorate in Counselling Psychology (DCounsPsy)	May 2014	Teesside University	Full Time	Changes withdrawn by education provider
Diploma of Higher Education Paramedic Science	June 2014	Coventry University	Full Time	Sufficient evidence of SETs - no visit
Diploma of Higher Education Operating Department Practice	June 2014	Coventry University	Full Time	Use annual monitoring process to review changes
Foundation Degree in Paramedic Science	June 2014	Coventry University	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Applied Nursing (Learning Disability) and Generic Social Work	June 2014	Sheffield Hallam University	Full Time	Use annual monitoring process to review changes
BA (Hons) Social Work	June 2014	Sheffield Hallam University	Full Time	Use annual monitoring process to review changes
MA Social Work	June 2014	Manchester Metropolitan University	Full Time	Use annual monitoring process to review changes
BA (Hons) Social Work	June 2014	Manchester Metropolitan University	Full Time	Use annual monitoring process to review changes
Independent and Supplementary Prescribing	June 2014	University of Huddersfield	Part Time	Sufficient evidence of SETs - no visit

PG Dip Social Work (Masters Exit Route Only)	June 2014	Manchester Metropolitan University	Full Time	Use annual monitoring process to review changes
BSc (Hons) Radiography (Diagnostic Imaging)	June 2014	City University	Full Time	Sufficient evidence of SETs - no visit
MA Music Therapy	June 2014	University of the West of England, Bristol	Part Time	Sufficient evidence of SETs - no visit
BSc (Hons) Healthcare Science - Life Sciences (Blood Science)	June 2014	University of Bradford	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Healthcare Science - Life Sciences (Cellular Science)	June 2014	University of Bradford	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Healthcare Science - Life Sciences (Genetics Science)	June 2014	University of Bradford	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Healthcare Science - Life Sciences (Infection Science)	June 2014	University of Bradford	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Healthcare Science (Audiology)	June 2014	University of Southampton	Full Time	Pending - insufficient evidence of SETs - visit required
MA Music Therapy	June 2014	Guildhall School of Music and Drama	Full Time	Use annual monitoring process to review changes
BSc (Hons) Physiotherapy	June 2014	University of Birmingham	Flexible	Changes withdrawn by education provider

BSc (Hons) Physiotherapy	June 2014	University of Birmingham	Full Time	Changes withdrawn by education provider
Professional Doctorate in Counselling Psychology	June 2014	University of East London	Part Time	Sufficient evidence of SETs - no visit
Professional Doctorate in Counselling Psychology	June 2014	University of East London	Full Time	Sufficient evidence of SETs - no visit
MA Music Therapy	June 2014	Guildhall School of Music and Drama	Full Time	Use annual monitoring process to review changes
MSc Physiotherapy (Pre-registration)	June 2014	Queen Margaret University	Full Time	Sufficient evidence of SETs - no visit
Post Graduate Diploma Physiotherapy (Pre-registration)	June 2014	Queen Margaret University	Full Time	Sufficient evidence of SETs - no visit
Certificate in Non-Medical Prescribing (Level 3)	June 2014	Coventry University	Part Time	Use annual monitoring process to review changes
Certificate in Non-Medical Prescribing (Level 3)	June 2014	Coventry University	Part Time	Use annual monitoring process to review changes
Certificate in Non-Medical Prescribing (M Level)	June 2014	Coventry University	Part Time	Use annual monitoring process to review changes
Certificate in Non-Medical Prescribing (M Level)	June 2014	Coventry University	Part Time	Use annual monitoring process to review changes

Practitioner Doctorate in Psychotherapeutic and Counselling Psychology (PsychD)	June 2014	University of Surrey	Full Time	Pending - eventual outcome of sufficient evidence of SETs - no visit
MSc Language Pathology	July 2014	Newcastle University	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Applied Biomedical Science	July 2014	Northumbria University at Newcastle	Full Time	Pending - eventual outcome of sufficient evidence of SETs - no visit
BSc (Hons) Applied Biomedical Science	July 2014	Northumbria University at Newcastle	Part Time	Pending - eventual outcome of sufficient evidence of SETs - no visit
BSc (Hons) Applied Biomedical Science (Sandwich)	July 2014	Northumbria University at Newcastle	Full Time	Pending - eventual outcome of sufficient evidence of SETs - no visit
DPsych Counselling Psychology	July 2014	Regent's University London	Full Time	Sufficient evidence of SETs - no visit
FdSc Paramedic Practice	July 2014	University of Cumbria	Full Time	Use approval process to review changes
FdSc Paramedic Practice	July 2014	University of Cumbria	Part Time	Use approval process to review changes
MA Drama and Movement Therapy (Sesame)	July 2014	The Royal Central School of Speech & Drama	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Therapeutic Radiography	July 2014	St George's, University of London	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Physiotherapy	July 2014	University of Birmingham	Full Time	Sufficient evidence of SETs - no visit

BSc (Hons) Physiotherapy	July 2014	University of Birmingham	Flexible	Sufficient evidence of SETs - no visit
Non-Medical Prescribing IP and/or SP (HE6)	July 2014	The University of Bolton	Part Time	Pending - eventual outcome of sufficient evidence of SETs - no visit
Non-Medical Prescribing IP and/or SP (HE7)	July 2014	The University of Bolton	Part Time	Pending - eventual outcome of sufficient evidence of SETs - no visit
Diploma Higher Education Paramedic Science for Emergency Medical Technicians	July 2014	Swansea University	Part Time	Sufficient evidence of SETs - no visit
DipHE Paramedic Science	July 2014	Swansea University	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Healthcare Sciences - Life Sciences (Blood Sciences)	July 2014	Manchester Metropolitan University	Full Time	Use annual monitoring process to review changes
BSc (Hons) Healthcare Sciences - Life Sciences (Cellular Sciences)	July 2014	Manchester Metropolitan University	Full Time	Use annual monitoring process to review changes
BSc (Hons) Healthcare Sciences - Life Sciences (Genetic Sciences)	July 2014	Manchester Metropolitan University	Full Time	Use annual monitoring process to review changes
BSc (Hons) Healthcare Sciences - Life Sciences (Infection Sciences)	July 2014	Manchester Metropolitan University	Full Time	Use annual monitoring process to review changes

Diploma of Higher Education Operating Department Practice	July 2014	Sheffield Hallam University	Full Time	Pending - eventual outcome of sufficient evidence of SETs - no visit
Supplementary Prescribing	July 2014	University of Glamorgan	Part Time	Sufficient evidence of SETs - no visit
MA Art Psychotherapy	July 2014	University of Wales, Newport	Part Time	Pending - eventual outcome of sufficient evidence of SETs - no visit
MA Music Therapy	July 2014	University of Wales, Newport	Part Time	Pending - eventual outcome of sufficient evidence of SETs - no visit
Supplementary Prescribing	July 2014	University of South Wales	Part Time	Sufficient evidence of SETs - no visit
MA Art Psychotherapy	July 2014	University of South Wales	Part Time	Pending - eventual outcome of sufficient evidence of SETs - no visit
MA Music Therapy	July 2014	University of South Wales	Part Time	Pending - eventual outcome of sufficient evidence of SETs - no visit
BSc (Hons) Orthoptics	July 2014	University of Liverpool	Full Time	Sufficient evidence of SETs - no visit
Pg Dip Radiotherapy	July 2014	University of Liverpool	Full Time	Pending - eventual outcome of sufficient evidence of SETs - no visit
BSc (Hons) Applied Biomedical Science (Clinical)	July 2014	University of the West of England, Bristol	Full Time	Sufficient evidence of SETs - no visit

BSc (Hons) Applied Biomedical Science (Clinical)	July 2014	University of the West of England, Bristol	Part Time	Sufficient evidence of SETs - no visit
BSc (Hons) Healthcare Science (Blood Science)	July 2014	University of the West of England, Bristol	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Healthcare Science (Blood Science)	July 2014	University of the West of England, Bristol	Part Time	Sufficient evidence of SETs - no visit
BSc (Hons) Healthcare Science (Genetic Science)	July 2014	University of the West of England, Bristol	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Healthcare Science (Genetic Science)	July 2014	University of the West of England, Bristol	Part Time	Sufficient evidence of SETs - no visit
BSc (Hons) Healthcare Science (Infection Science)	July 2014	University of the West of England, Bristol	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Healthcare Science (Infection Science)	July 2014	University of the West of England, Bristol	Part Time	Sufficient evidence of SETs - no visit
BSc (Hons) Healthcare Science (Tissue Science)	July 2014	University of the West of England, Bristol	Full Time	Sufficient evidence of SETs - no visit
BSc (Hons) Healthcare Science (Tissue Science)	July 2014	University of the West of England, Bristol	Part Time	Sufficient evidence of SETs - no visit
Professional Doctorate in Counselling Psychology	July 2014	City University	Full Time	Pending - eventual outcome of sufficient evidence of SETs - no visit
Professional Doctorate in Clinical Psychology	July 2014	University of Plymouth	Full Time	Pending - eventual outcome of sufficient evidence of SETs - no visit

Health Psychology (PhD) and PG Cert in Health Psychology Practice	July 2014	University of Surrey	Full Time	Use approval process to review changes
Health Psychology (PhD) and PG Cert in Health Psychology Practice	July 2014	University of Surrey	Part Time	Use approval process to review changes
BSc (Hons) Radiotherapy	July 2014	Birmingham City University	Full Time	Pending - eventual outcome of sufficient evidence of SETs - no visit
BSc (Hons) Radiotherapy	July 2014	Birmingham City University	Part Time	Pending - eventual outcome of sufficient evidence of SETs - no visit
MA Art Psychotherapy Practice	August 2014	Leeds Metropolitan University	Full Time	Pending - eventual outcome of sufficient evidence of SETs - no visit
MA Art Psychotherapy Practice	August 2014	Leeds Metropolitan University	Part Time	Pending - eventual outcome of sufficient evidence of SETs - no visit
MSc Audiology (with clinical competency certificate - CCC)	August 2014	University of Manchester	Full Time	Pending - eventual outcome of sufficient evidence of SETs - no visit
Pg Dip Audiology (with clinical competency certificate - CCC)	August 2014	University of Manchester	Full Time	Pending - eventual outcome of sufficient evidence of SETs - no visit

Clinical Pharmacology	August 2014	University of Brighton	Part Time	Pending - eventual outcome of sufficient evidence of SETs - no visit
BSc (Hons) Speech and Language Therapy	August 2014	The University of St Mark and St John	Full Time	Use annual monitoring process to review changes
BSc (Hons) Speech and Language Therapy	August 2014	The University of St Mark and St John	Part Time	Use annual monitoring process to review changes
BSc (Hons) Paramedic Practice	August 2014	Teesside University	Full Time	Changes withdrawn by education provider
Foundation Degree Paramedic Science	August 2014	Teesside University	Full Time	Changes withdrawn by education provider
Independent Prescribing (1)	August 2014	University of Brighton	Part Time	Pending - eventual outcome of sufficient evidence of SETs - no visit
Supplementary Prescriber to Independent Prescriber Conversion Programme	August 2014	University of Brighton	Part Time	Pending - eventual outcome of sufficient evidence of SETs - no visit
Doctorate in Clinical Psychology (D.Clin.Psy)	August 2014	Bangor University	Full Time	Pending - eventual outcome of sufficient evidence of SETs - no visit
BSc (Hons) Dietetics	August 2014	Queen Margaret University	Full Time	Pending - eventual outcome of sufficient evidence of SETs - No visit

MSc Audiology (with clinical competency certificate - CCC)	August 2014	University of Manchester	Full Time	Pending - eventual outcome of sufficient evidence of SETs - no visit
Pg Dip Audiology (with clinical competency certificate - CCC)	August 2014	University of Manchester	Full Time	Pending - eventual outcome of sufficient evidence of SETs - no visit
BSc (Hons) Occupational Therapy	August 2014	Brunel University	Full Time	Pending - eventual outcome of sufficient evidence of SETs - no visit
BSc (Hons) Occupational Therapy	August 2014	Brunel University	Part Time	Pending - eventual outcome of sufficient evidence of SETs - no visit
MSc Social Work	August 2014	University of Portsmouth	Full Time	Pending - eventual outcome of sufficient evidence of SETs - no visit
BSc (Hons) Healthcare Science (Audiology)	August 2014	De Montfort University	Full Time	Use annual monitoring process to review changes
Dip HE Operating Department Practice	August 2014	University of Portsmouth	Full Time	Pending - eventual outcome of sufficient evidence of SETs - no visit
BSc (Hons) Speech and Language Therapy	August 2014	University of Manchester	Full Time	Pending - eventual outcome of sufficient evidence of SETs - no visit

BSc (Hons) Physiotherapy	August 2014	University of Nottingham	Full Time	Pending - eventual outcome of sufficient evidence of SETs - no visit
Non-Medical Prescribing (SCQF Level 10)	August 2014	Glasgow Caledonian University	Part Time	Changes withdrawn by education provider
Non-Medical Prescribing (SCQF Level 11)	August 2014	Glasgow Caledonian University	Part Time	Changes withdrawn by education provider
Non-Medical Prescribing (SCQF Level 9)	August 2014	Glasgow Caledonian University	Part Time	Changes withdrawn by education provider
BSc (Hons) Speech and Language Sciences	August 2014	Newcastle 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.

<b>Profession</b>	<b>Protected title</b>
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