

HCPC annual monitoring process report

Education provider	Anglia Ruskin University
Name of programme(s)	MA Music Therapy, Full time
Date submission received	30 May 2018
Case reference	CAS-12293-T0J0P5

Contents

Section 1: Our regulatory approach.....	2
Section 2: Programme details.....	2
Section 3: Requirements to commence assessment.....	3
Section 4: Outcome from first review.....	3
Section 5: Visitors’ recommendation	4

Executive Summary

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The following is a report on the annual monitoring process undertaken by the HCPC to ensure that programme(s) detailed in this report meet our standards of education and training (referred to through this report as ‘our standards’). The report details the process itself, the evidence considered, and recommendations made regarding programme approval.

Section 1: Our regulatory approach

Our standards

We approve programmes that meet our education standards, which ensure individuals that complete the programmes meet proficiency standards. The proficiency standards set out what a registrant should know, understand and be able to do when they complete their education and training. The education standards are outcome focused, enabling education providers to deliver programmes in different ways, as long as individuals who complete the programme meet the relevant proficiency standards.

Programmes are normally [approved on an open-ended basis](#), subject to satisfactory engagement with our monitoring processes. Programmes we have approved are listed [on our website](#).

How we make our decisions

We make independent evidence based decisions about programme approval. For all assessments, we ensure that we have profession specific input in our decision making. In order to do this, we appoint [partner visitors](#) to undertake assessment of evidence presented through our processes. The visitors make recommendations to the Education and Training Committee (ETC).

The ETC make decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process reports. The Committee meets in public on a regular basis and their decisions are available to view [on our website](#).

HCPC panel

We always appoint at least one partner visitor from the profession (inclusive of modality and / or entitlement, where applicable) with which the assessment is concerned. We also ensure that visitors are supported in their assessment by a member of the HCPC executive team. Details of the HCPC panel for this assessment are as follows:

Phoene Cave	Arts therapist - Music therapist
Angela Duxbury	Radiographer - Therapeutic radiographer
Mandy Hargood	HCPC executive

Section 2: Programme details

Programme name	MA Music Therapy
Mode of study	FT (Full time)
Profession	Arts therapist
Modality	Music therapist
First intake	01 September 2006
Maximum learner cohort	Up to 20
Intakes per year	1
Assessment reference	AM07145

We undertook this assessment to consider whether the programme continued to meet our standards over the last two academic years. This assessment formed part of our regular monitoring required of programmes on a cyclical basis.

Section 3: Requirements to commence assessment

In order for us to progress with approval and monitoring assessments, we require certain evidence and information from education providers. The following is a list of evidence that we asked for through this process, and whether that evidence was provided. Education providers are also given the opportunity to include any further supporting evidence as part of their submission. Without a sufficient level of evidence, we need to consider whether we can proceed with the assessment. In this case, we decided that we were able to undertake our assessment with the evidence provided.

Required documentation	Submitted
HCPC annual monitoring audit form, including completed standards mapping	Yes
Internal quality reports from the last two years	Yes
External examiner reports from the last two years	Yes
Responses to external examiner reports from the last two years	Yes

Section 4: Outcome from first review

In considering the evidence provided by the education provider as part of the initial submission, the visitors are not satisfied that there is sufficient evidence that our standards continued to be met at this time, and therefore require further evidence as noted below.

Further evidence required

In order to determine whether the standards continue to be met, the visitors require further evidence for the following standards for the reasons noted below.

We expect education providers to review the issues identified in this report, decide on any changes that they wish to make to programme(s), and then provide any further evidence to demonstrate how they meet the standards.

- 3.2 The programme must be effectively managed.**
- 3.5 There must be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.**
- 3.8 The resources to support student learning in all settings must be effectively used.**
- 5.2 The number, duration and range of practice placements must be appropriate to support the delivery of the programme and the achievement of the learning outcomes.**

Reason: The visitors on reading the evidence provided could not determine the current learner numbers for the programme. From the internal faculty monitoring report the learner numbers appeared to be higher than the HCPC approved numbers of 20, for the programme. Therefore, the visitors were unclear if there were sufficient staffing and resourcing in place for the number of learners. In addition, the visitors were concerned that if there is an increase in learner numbers that there will be sufficient practice placements in place to cope with the increase in learner numbers. Therefore, the visitors require further evidence that demonstrates how the education provider is managing an increase in learner numbers across the standards listed.

Suggested evidence: Clarification on what the current learner numbers are for the programme, and evidence that demonstrates how the education provider is managing an increase in learner numbers to deliver the programme.

Section 5: Visitors' recommendation

Considering the education provider's response to the request for further evidence set out in section 4, the visitors are satisfied that there is sufficient evidence that the standards continue to be met and recommend that the programme(s) remain approved.

This report, including the recommendation of the visitors, will be considered at the 23 August 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	Anglia Ruskin University
Name of programme(s)	PG Cert Mental Health Practice (Approved Mental Health Professional), Part time
Date submission received	06 June 2018
Case reference	CAS-12276-J9Y4D4

Contents

Section 1: Our regulatory approach.....	2
Section 2: Programme details.....	2
Section 3: Requirements to commence assessment.....	3
Section 4: Visitors’ recommendation	3
Section 5 : Future considerations for the programme(s).....	3

Executive Summary

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The following is a report on the annual monitoring process undertaken by the HCPC to ensure that programme(s) detailed in this report meet our approval criteria for approved mental health professional (AMHP) programmes (referred to through this report as ‘our standards’). The report details the process itself, the evidence considered, and recommendations made regarding programme approval.

Through undertaking this process, we have noted areas that may need to be considered as part of future HCPC assessment processes in 5 of this report.

Section 1: Our regulatory approach

Our standards

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How we make our decisions

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HCPC panel

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David Abraham	Approved mental health professional
Christine Stogdon	Social worker (Approved mental health professional)
Mandy Hargood	HCPC executive

Section 2: Programme details

Programme name	PG Cert Mental Health Practice (Approved Mental Health Professional)
Mode of study	PT (Part time)
Entitlement	Approved mental health professional
First intake	01 September 2015
Maximum learner cohort	Up to 20
Intakes per year	1
Assessment reference	AM07152

We undertook this assessment to consider whether the programme continued to meet our standards over the last two academic years. This assessment formed part of our regular monitoring required of programmes on a cyclical basis.

Section 3: Requirements to commence assessment

In order for us to progress with approval and monitoring assessments, we require certain evidence and information from education providers. The following is a list of evidence that we asked for through this process, and whether that evidence was provided. Education providers are also given the opportunity to include any further supporting evidence as part of their submission. Without a sufficient level of evidence, we need to consider whether we can proceed with the assessment. In this case, we decided that we were able to undertake our assessment with the evidence provided.

Required documentation	Submitted	Reason(s) for non-submission
HCPC annual monitoring audit form, including completed standards mapping	Yes	
Internal quality reports from the last two years	No	The programme runs in alternate years so there is no documentation for 2016 - 2017
External examiner reports from the last two years	No	The programme runs in alternate years so there is no documentation for 2016 - 2017
Responses to external examiner reports from the last two years	No	The programme runs in alternate years so there is no documentation for 2016 - 2017

Section 4: Visitors' recommendation

In considering the evidence provided by the education provider as part of the initial submission, the visitors were satisfied that there is sufficient evidence that our standards continue to be met, and therefore recommend that the programme(s) remain approved.

This report, including the recommendation of the visitors, will be considered at the 23 August 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

Section 5: Future considerations for the programme(s)

We include this section to note areas that may need to be considered as part of future HCPC assessment processes. Education providers do not need to respond to these areas through this assessment, but should consider how to engage with the HCPC around these areas in the future, for example through the monitoring processes. When

this programme is next assessed against our standards, visitors will have access to this report, and will consider this section when making their recommendation on continuing programme approval.

The visitors on reading the documentation noted that the programme was moving to another faculty. The evidence for this change did not apply to the period covered by this audit period. The visitors considers that the education provider to monitors this change of faculty to ensure that the programme continues to meet the standards in SET 3 Programme governance, management and leadership.

HCPC annual monitoring process report

Education provider	City, University of London
Name of programme(s)	Doctorate in Health Psychology (Dpsych), Part time Doctorate in Health Psychology (Dpsych), Full time
Date of initial assessment	13 June 2018
Case reference	CAS-12450-Z1D9T3

Contents

Section 1: Our regulatory approach.....	2
Section 2: Programme details.....	2
Section 3: Requirements to commence assessment.....	3
Section 4: Outcome from first review.....	4
Section 5: Visitors' recommendation	5

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HCPC panel

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Shaaron Pratt	Radiographer - Diagnostic radiographer
Gareth Roderique-Davies	Practitioner psychologist - Health psychologist
Eloise O'Connell	HCPC executive

Section 2: Programme details

Programme name	Doctorate in Health Psychology (Dpsych)
Mode of study	PT (Part time)
Profession	Practitioner psychologist
Modality	Health psychologist
First intake	01 January 2003
Maximum learner cohort	Up to 11
Intakes per year	1
Assessment reference	AM07195

Programme name	Doctorate in Health Psychology (Dpsych)
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Mode of study	FT (Full time)
Profession	Practitioner psychologist
Modality	Health psychologist
First intake	01 January 2003
Maximum learner cohort	Up to 11
Intakes per year	1
Assessment reference	AM07197

We undertook this assessment to consider whether the programme continued to meet our standards over the last two academic years. This assessment formed part of our regular monitoring required of programmes on a cyclical basis.

Section 3: Requirements to commence assessment

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Required documentation	Submitted	Reason(s) for non-submission
HCPC annual monitoring audit form, including completed standards mapping	Yes	
Internal quality reports from the last two years	Yes	
External examiner reports from the last two years	No	The submission does not include an External Examiners report or response for the 2016 – 17 academic year. For this period, the education provider retains External Examiner reports for individual learners in advance, and on completion of all viva voce examination. In addition to these individual reports Examiners are also invited to make general comments about the education providers research study provision in a separate report. Since 2016 no Examiner has submitted a report of this nature and therefore the education provider has not had to respond.

Responses to external examiner reports from the last two years	No	As above
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Section 4: Outcome from first review

In considering the evidence provided by the education provider as part of the initial submission, the visitors are not satisfied that there is sufficient evidence that our standards continued to be met at this time, and therefore require further evidence as noted below.

Further evidence required

In order to determine whether the standards continue to be met, the visitors require further evidence for the following standards for the reasons noted below.

We expect education providers to review the issues identified in this report, decide on any changes that they wish to make to programme(s), and then provide any further evidence to demonstrate how they meet the standards.

2.6 The admissions procedures must apply selection and entry criteria, including accreditation of prior (experiential) learning and other inclusion mechanisms.

Reason: In the SETs mapping document, the visitors read that since the last annual monitoring audit of the programmes, a British Psychological Society (BPS) visit identified areas of ambiguity in relation to accreditation of prior learning (APL) and what is known as Recognition of Existing Competence (REC). In response to the BPS's suggestion a criteria and procedure for REC has been developed and the programme specification has been amended. The visitors read that up to two complete competences can be recognised, however from the information provided the visitors were not clear how many credits that equates to. The visitors note that apart from the dissertation module, modules are 30 or 40 credits, therefore between 60 and 80 credits could be subject to REC. The visitors require further information on the process of REC and how this process maps onto individual modules and credits, to determine whether the programme continues to meet this standard.

Suggested evidence: Evidence that details the process of REC and how this process maps onto individual modules and credits.

3.3 The programme must have regular monitoring and evaluation systems in place.

Reason: From the information provided, the visitors note that the programmes have moved to a system of one external examiner in line with research regulations. The visitors note that there is now an external examiner only for the final portfolio at the end of the programme. However, the visitors note that elements of the programme are taught, and that there are modules with credits attached. From the information provided, the visitors were not clear how the education provider will ensure appropriate oversight of modules that are covered by taught regulations, or how this would affect learner's progression on the programme. For example, the visitors were not clear how, at the end of the first year of the programme, the education provider would decide which modules have been passed and that a learner can proceed to the second year of the programme, and who would oversee this as external examiner. As such, from the

information provided, the visitors could not determine how the education provider ensures there is effective monitoring and evaluation for all aspects of the programme. The visitors therefore require further information about how the change to the external examiner system impacts on the monitoring of individual modules and learner progression on the programme.

Suggested evidence: Evidence of how the change in external examiners impacts on the monitoring of individual modules and on learner progression.

3.5 There must be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.

3.9 The resources to support student learning in all settings must effectively support the required learning and teaching activities of the programme.

Reason: On review of the 'Annual Programme Evaluation' document, the visitors read that the programme is going to be 'wound down' and is no longer taking new applicants. The education provider has already informed HCPC that the programmes will be closing and that the last graduation date would be 2021 for the full time programme and 2024 for the part time programme. From the information provided in their audit submission, the visitors have not seen how the education provider plans to manage the closing of the programmes. For example, the visitors were not clear whether the same resources and staffing would continue to be provided to support learners until the end of the programme. As such, the visitors require more information about how the education provider plans to manage the closing of the programme, to ensure that it continues to meet the standards relating to resourcing and staffing until the programme has closed.

Suggested evidence: Evidence to demonstrate what plans the education provider has in place to manage resources and staffing for the programmes until it has closed.

Section 5: Visitors' recommendation

Considering the education provider's response to the request for further evidence set out in section 4, the visitors are satisfied that there is sufficient evidence that the standards continue to be met and recommend that the programme(s) remain approved.

This report, including the recommendation of the visitors, will be considered at the 23 August 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	City, University of London
Name of programme(s)	Professional Doctorate in Counselling Psychology, Full time
Date submission received	30 March 2018
Case reference	CAS-12314-D4R7X1

Contents

Section 1: Our regulatory approach.....	2
Section 2: Programme details.....	2
Section 3: Requirements to commence assessment.....	3
Section 4: Outcome from first review.....	3
Section 5: Visitors' recommendation	5

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HCPC panel

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Ian Davies	Biomedical scientist
Jai Shree Adhyaru	Practitioner psychologist - Counselling psychologist
Eloise O'Connell	HCPC executive

Section 2: Programme details

Programme name	Professional Doctorate in Counselling Psychology
Mode of study	FT (Full time)
Profession	Practitioner psychologist
Modality	Counselling psychologist
First intake	01 January 2005
Maximum learner cohort	Up to 30
Intakes per year	1
Assessment reference	AM07196

We undertook this assessment to consider whether the programme continued to meet our standards over the last two academic years. This assessment formed part of our regular monitoring required of programmes on a cyclical basis.

Section 3: Requirements to commence assessment

In order for us to progress with approval and monitoring assessments, we require certain evidence and information from education providers. The following is a list of evidence that we asked for through this process, and whether that evidence was provided. Education providers are also given the opportunity to include any further supporting evidence as part of their submission. Without a sufficient level of evidence, we need to consider whether we can proceed with the assessment. In this case, we decided that we were able to undertake our assessment with the evidence provided.

Required documentation	Submitted
HCPC annual monitoring audit form, including completed standards mapping	Yes
Internal quality reports from the last two years	Yes
External examiner reports from the last two years	Yes
Responses to external examiner reports from the last two years	Yes

Section 4: Outcome from first review

In considering the evidence provided by the education provider as part of the initial submission, the visitors are not satisfied that there is sufficient evidence that our standards continued to be met at this time, and therefore require further evidence as noted below.

Further evidence required

In order to determine whether the standards continue to be met, the visitors require further evidence for the following standards for the reasons noted below.

We expect education providers to review the issues identified in this report, decide on any changes that they wish to make to programme(s), and then provide any further evidence to demonstrate how they meet the standards.

3.5 There must be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.

Reason: In a review of the documentation provided for this annual monitoring audit, the visitors note that the programme has had a number of staff changes over the last two years. It was noted in the external examiner report for 2015-16 that the programme has had staffing pressures, which had resulted in reduced correspondence and engagement with external examiners. The visitors noted that the education provider has ‘converted’ a number of visiting lecturers to permanent staff. The visitors were not clear if the education provider has additional visiting lecturers in place, to allow for a contingency if they became short on permanent staff. In addition, on the SETs mapping document for

this audit, the education provider has stated that they have increased the 'Placement Coordinator' role from 0.6 Visiting Lecturer to 1.0 Permanent FTE, with the aim to enhance capacity for collaboration between the education provider and practice education providers. The visitors were unclear what this role would involve, and if this would include academic teaching and placement coordination within the one role. If this is the case, the visitors were not clear how the person in this role would be supported, and how the role will ensure all of the responsibilities of the placement coordinator role would be addressed. From the information provided, the visitors were not clear how increasing the hours of a fixed term visiting lecturer would continue to allow for an adequate number of staff. As such, the visitors require further information on how the new role contributes to the programme, and how the education provider continues to ensure an adequate number of appropriately qualified and experienced staff are in place to deliver an effective programme.

Suggested evidence: Further information on the 'Placement Coordinator' role and how the education provider plans to ensure adequate numbers of appropriately qualified and experienced staff in the practice placement setting.

3.6 Subject areas must be taught by staff with relevant specialist expertise and knowledge.

Reason: In a review of the documentation provided for this annual monitoring audit, the visitors note that the programme has had a number of staff changes over the last two years. It was noted in the external examiner report for 2015-16 that the programme has had staffing pressures, which had resulted in reduced correspondence and engagement with external examiners. The visitors noted that the education provider has 'converted' a number of visiting lecturers to permanent staff. The visitors also noted that a number of the visiting lecturers who are now permanent staff have been employed as recent graduates, with limited or no clinical experience. From the information provided, the visitors were not clear how the education provider ensures that there is sufficient relevant experience among the teaching staff for practice-based modules. The visitors were not clear if the education provider had plans to have more visiting lecturers on the programme now that previous ones have taken permanent positions. From the information provided, the visitors were not clear how the education provider plans to ensure that subject areas are taught by staff with relevant specialist expertise and knowledge. The visitors noted that we do not set specific requirements for the knowledge and expertise that is needed to deliver certain parts of the programme, however the visitors were not clear what process the education provider has in place to make sure that educators are suitable and well equipped to take part in teaching and to support learning in the subject areas they are involved in. As such, the visitors require further information on the process the education provider has in place to ensure subject areas are taught by staff with relevant specialist expertise and knowledge.

Suggested evidence: Further information on the process the education provider has in place to ensure subject areas are taught by staff with relevant specialist expertise and knowledge.

3.17 Service users and carers must be involved in the programme.

Reason: In the SETs mapping document provided for this audit, the education provider noted that the 'Experts by Experience' programme was developed to involve service users and carers in the programme, has significantly developed since its

implementation. On review of the information provided, the visitors were not clear on what the service users and carers contributions to the programme are. For this standard, the education provider referred to 'Appendix 2 PTES Scores and actions' which related to the MSc Counselling Psychology programme, which is not an HCPC approved programme and therefore not relevant to this audit. The visitors also saw 'Appendix 2 – PTES Targets and Actions' which was submitted as a blank template that has not been filled out. The visitors were not clear if this would be used for this programme. From the information provided on the development of 'Experts by Experience' programme, the visitors could not determine whether the development of the programme demonstrates that the programme continues to meet this standard. As such, the visitors require further information in order to make a judgement as to whether this standard continues to be met.

Suggested evidence: Further information on the development of the 'Experts by Experience' programme and how this demonstrates the standard continues to be met.

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

Reason: The visitors noted that for the external examiner report for 2016-17, on page 3 the external examiner states that "I have not had the opportunity to assess work based placements. From reviewing the assignments associated with the placements they appear appropriate and suitable for year one trainees". The visitors were not clear from the information provided how a review of assignments associated with the placements would be an effective system for monitoring all placements. Additionally, the visitors were not clear, if there was an opportunity to assess work based placements that are currently approved, and if there was an opportunity for approval of new placements. As the visitors were not clear what process the education provider has in place to ensure an effective system is in place for monitoring all placements when there is not an opportunity for the external examiner to assess work based placements. The visitors require further information in order to determine whether this standard continues to be met.

Suggested evidence: Further information on how the education provider continues to meet this standard.

Section 5: Visitors' recommendation

Considering the education provider's response to the request for further evidence set out in section 4, the visitors are satisfied that there is sufficient evidence that the standards continue to be met and recommend that the programme(s) remain approved.

This report, including the recommendation of the visitors, will be considered at the 23 August 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	The Royal Central School of Speech and Drama
Validating body	University of London
Name of programme(s)	MA Drama and Movement Therapy, Full time
Date submission received	25 June 2018
Case reference	CAS-12317-R7T7L8

Contents

Section 1: Our regulatory approach.....	2
Section 2: Programme details.....	2
Section 3: Requirements to commence assessment.....	3
Section 4: Visitors' recommendation	3

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We always appoint at least one partner visitor from the profession (inclusive of modality and / or entitlement, where applicable) with which the assessment is concerned. We also ensure that visitors are supported in their assessment by a member of the HCPC executive team. Details of the HCPC panel for this assessment are as follows:

Clare Hubbard	Arts therapist - Dramatherapist
Paul Bates	Paramedic
Mandy Hargood	HCPC executive

Section 2: Programme details

Programme name	MA Drama and Movement Therapy
Mode of study	FT (Full time)
Profession	Arts therapist
Modality	Dramatherapist
First intake	01 October 2016
Maximum learner cohort	Up to 22
Intakes per year	1
Assessment reference	AM07210

We undertook this assessment to consider whether the programme continued to meet our standards over the last two academic years. This assessment formed part of our regular monitoring required of programmes on a cyclical basis.

Section 3: Requirements to commence assessment

In order for us to progress with approval and monitoring assessments, we require certain evidence and information from education providers. The following is a list of evidence that we asked for through this process, and whether that evidence was provided. Education providers are also given the opportunity to include any further supporting evidence as part of their submission. Without a sufficient level of evidence, we need to consider whether we can proceed with the assessment. In this case, we decided that we were able to undertake our assessment with the evidence provided.

Required documentation	Submitted
HCPC annual monitoring audit form, including completed standards mapping	Yes
Internal quality reports from the last two years	Yes
External examiner reports from the last two years	Yes
Responses to external examiner reports from the last two years	Yes

Section 4: Visitors' recommendation

In considering the evidence provided by the education provider as part of the initial submission, the visitors were satisfied that there is sufficient evidence that our standards continue to be met, and therefore recommend that the programme(s) remain approved.

This report, including the recommendation of the visitors, will be considered at the 23 August 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	University of Essex
Name of programme(s)	BSc (Hons) Physiotherapy, Part time
Date of initial assessment	13 June 2018
Case reference	CAS-12589-M5P5K4

Contents

Section 1: Our regulatory approach.....	2
Section 2: Programme details.....	2
Section 3: Requirements to commence assessment.....	3
Section 4: Visitors’ recommendation	3
Section 5: Future considerations for the programme(s).....	3

Executive Summary

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The following is a report on the annual monitoring process undertaken by the HCPC to ensure that programme(s) detailed in this report meet our standards of education and training (referred to through this report as ‘our standards’). The report details the process itself, the evidence considered, and recommendations made regarding programme approval.

Through undertaking this process, we have noted areas that may need to be considered as part of future HCPC assessment processes in section 5 of this report.

Section 1: Our regulatory approach

Our standards

We approve programmes that meet our education standards, which ensure individuals that complete the programmes meet proficiency standards. The proficiency standards set out what a registrant should know, understand and be able to do when they complete their education and training. The education standards are outcome focused, enabling education providers to deliver programmes in different ways, as long as individuals who complete the programme meet the relevant proficiency standards.

Programmes are normally [approved on an open-ended basis](#), subject to satisfactory engagement with our monitoring processes. Programmes we have approved are listed [on our website](#).

How we make our decisions

We make independent evidence based decisions about programme approval. For all assessments, we ensure that we have profession specific input in our decision making. In order to do this, we appoint [partner visitors](#) to undertake assessment of evidence presented through our processes. The visitors make recommendations to the Education and Training Committee (ETC).

The ETC make decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process reports. The Committee meets in public on a regular basis and their decisions are available to view [on our website](#).

HCPC panel

We always appoint at least one partner visitor from the profession (inclusive of modality and / or entitlement, where applicable) with which the assessment is concerned. We also ensure that visitors are supported in their assessment by a member of the HCPC executive team. Details of the HCPC panel for this assessment are as follows:

Amanda Fitchett	Social worker
Valerie Maehle	Physiotherapist
Shaista Ahmad	HCPC executive

Section 2: Programme details

Programme name	BSc (Hons) Physiotherapy
Mode of study	PT (Part Time)
Profession	Physiotherapist
First intake	01 July 2006
Maximum learner cohort	Up to 15
Intakes per year	1
Assessment reference	AM07235

We undertook this assessment to consider whether the programme continued to meet our standards over the last two academic years. This assessment formed part of our regular monitoring required of programmes on a cyclical basis.

Section 3: Requirements to commence assessment

In order for us to progress with approval and monitoring assessments, we require certain evidence and information from education providers. The following is a list of evidence that we asked for through this process, and whether that evidence was provided. Education providers are also given the opportunity to include any further supporting evidence as part of their submission. Without a sufficient level of evidence, we need to consider whether we can proceed with the assessment. In this case, we decided that we were able to undertake our assessment with the evidence provided.

Required documentation	Submitted
HCPC annual monitoring audit form, including completed standards mapping	Yes
Internal quality reports from the last two years	Yes
External examiner reports from the last two years	Yes
Responses to external examiner reports from the last two years	Yes

Section 4: Visitors' recommendation

In considering the evidence provided by the education provider as part of the initial submission, the visitors were satisfied that there is sufficient evidence that our standards continue to be met, and therefore recommend that the programme(s) remain approved.

This report, including the recommendation of the visitors, will be considered at the 23 August 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

Section 5: Future considerations for the programme(s)

We include this section to note areas that may need to be considered as part of future HCPC assessment processes. Education providers do not need to respond to these areas through this assessment, but should consider how to engage with the HCPC around these areas in the future, for example through the monitoring processes. When this programme is next assessed against our standards, visitors will have access to this report, and will consider this section when making their recommendation on continuing programme approval.

From the information provided in the "annual degree course monitoring report" 2015/2016 the visitors noted that they are addressing the service user involvement in the programmes. In the 2016/2017 annual degree course monitoring report one of the action points in the report mentions that the education provider should "maintain and improve levels of service user involvement in the programmes". The visitors would like to see that this aspect is addressed in future through the appropriate processes to ensure the standards continue to be met.

From the information provided, the visitors noted that the programme will be moving to a new school but no date was provided for the move. As such, the visitors would like to remind the education provider to ensure that they follow the appropriate processes to inform the HCPC of any changes to the programme that may impact upon the standards of education and training.

HCPC annual monitoring process report

Education provider	University of Essex
Name of programme(s)	Doctorate in Clinical Psychology (DClinPsy), Full time
Date submission received	29 June 2018
Case reference	CAS-12326-L7Z3L3

Contents

Section 1: Our regulatory approach.....	2
Section 2: Programme details.....	2
Section 3: Requirements to commence assessment.....	3
Section 4: Visitors' recommendation	3
Section 5: Future considerations for the programme(s).....	3

Executive Summary

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The following is a report on the annual monitoring process undertaken by the HCPC to ensure that programme(s) detailed in this report meet our standards of education and training (referred to through this report as 'our standards'). The report details the process itself, the evidence considered, and recommendations made regarding programme approval.

Section 1: Our regulatory approach

Our standards

We approve programmes that meet our education standards, which ensure individuals that complete the programmes meet proficiency standards. The proficiency standards set out what a registrant should know, understand and be able to do when they complete their education and training. The education standards are outcome focused, enabling education providers to deliver programmes in different ways, as long as individuals who complete the programme meet the relevant proficiency standards.

Programmes are normally [approved on an open-ended basis](#), subject to satisfactory engagement with our monitoring processes. Programmes we have approved are listed [on our website](#).

How we make our decisions

We make independent evidence based decisions about programme approval. For all assessments, we ensure that we have profession specific input in our decision making. In order to do this, we appoint [partner visitors](#) to undertake assessment of evidence presented through our processes. The visitors make recommendations to the Education and Training Committee (ETC).

The ETC make decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process reports. The Committee meets in public on a regular basis and their decisions are available to view [on our website](#).

HCPC panel

We always appoint at least one partner visitor from the profession (inclusive of modality and / or entitlement, where applicable) with which the assessment is concerned. We also ensure that visitors are supported in their assessment by a member of the HCPC executive team. Details of the HCPC panel for this assessment are as follows:

James McManus	Practitioner psychologist - Clinical psychologist
Fleur Kitsell	Physiotherapist
Mandy Hargood	HCPC executive

Section 2: Programme details

Programme name	Doctorate in Clinical Psychology (DClinPsy)
Mode of study	FT (Full time)
Profession	Practitioner psychologist
Modality	Clinical psychologist
First intake	01 January 2005
Maximum learner cohort	Up to 10
Intakes per year	1
Assessment reference	AM07236

We undertook this assessment to consider whether the programme continued to meet our standards over the last two academic years. This assessment formed part of our regular monitoring required of programmes on a cyclical basis.

Section 3: Requirements to commence assessment

In order for us to progress with approval and monitoring assessments, we require certain evidence and information from education providers. The following is a list of evidence that we asked for through this process, and whether that evidence was provided. Education providers are also given the opportunity to include any further supporting evidence as part of their submission. Without a sufficient level of evidence, we need to consider whether we can proceed with the assessment. In this case, we decided that we were able to undertake our assessment with the evidence provided.

Required documentation	Submitted
HCPC annual monitoring audit form, including completed standards mapping	Yes
Internal quality reports from the last two years	Yes
External examiner reports from the last two years	Yes
Responses to external examiner reports from the last two years	Yes

Through undertaking this process, we have noted areas that may need to be considered as part of future HCPC assessment processes in section 5 of this report.

Section 4: Visitors’ recommendation

In considering the evidence provided by the education provider as part of the initial submission, the visitors were satisfied that there is sufficient evidence that our standards continue to be met, and therefore recommend that the programme(s) remain approved.

This report, including the recommendation of the visitors, will be considered at the 23 August 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC’s decision notice, which are available [on our website](#).

Section 5: Future considerations for the programme(s)

The visitors noted that the education provider is waiting to appoint a research tutor role and a neuropsychology topic advisor as detailed in the audit form. To ensure that there continue to be sufficient staff to deliver an effective programme, the visitors considered that the education provider should report the changes as part of the next audit so it can be determined that the standards around staffing the programme effectively continue to be met.

We include this section to note areas that may need to be considered as part of future HCPC assessment processes. Education providers do not need to respond to these

areas through this assessment, but should consider how to engage with the HCPC around these areas in the future, for example through the monitoring processes. When this programme is next assessed against our standards, visitors will have access to this report, and will consider this section when making their recommendation on continuing programme approval.

HCPC annual monitoring process report

Education provider	University of Essex
Name of programme(s)	BSc (Hons) Physiotherapy, Full time
Date of initial assessment	13 June 2018
Case reference	CAS-12589-M5P5K4

Contents

Section 1: Our regulatory approach.....	2
Section 2: Programme details.....	2
Section 3: Requirements to commence assessment.....	3
Section 4: Visitors’ recommendation	3
Section 5: Future considerations for the programme(s).....	3

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The ETC make decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process reports. The Committee meets in public on a regular basis and their decisions are available to view [on our website](#).

HCPC panel

We always appoint at least one partner visitor from the profession (inclusive of modality and / or entitlement, where applicable) with which the assessment is concerned. We also ensure that visitors are supported in their assessment by a member of the HCPC executive team. Details of the HCPC panel for this assessment are as follows:

Amanda Fitchett	Social worker
Valerie Maehle	Physiotherapist
Shaista Ahmad	HCPC executive

Section 2: Programme details

Programme name	BSc (Hons) Physiotherapy
Mode of study	FT (Full time)
Profession	Physiotherapist
First intake	01 September 2017
Maximum learner cohort	Up to 30
Intakes per year	1
Assessment reference	AM07248

We undertook this assessment to consider whether the programme continued to meet our standards over the last two academic years. This assessment formed part of our regular monitoring required of programmes on a cyclical basis.

Section 3: Requirements to commence assessment

In order for us to progress with approval and monitoring assessments, we require certain evidence and information from education providers. The following is a list of evidence that we asked for through this process, and whether that evidence was provided. Education providers are also given the opportunity to include any further supporting evidence as part of their submission. Without a sufficient level of evidence, we need to consider whether we can proceed with the assessment. In this case, we decided that we were able to undertake our assessment with the evidence provided.

Required documentation	Submitted	Reason(s) for non-submission
HCPC annual monitoring audit form, including completed standards mapping	Yes	
Internal quality reports from the last two years	No	The reasoning provided by the education provider was that the programme did not commence until September 2017 so these documents were not in existence.
External examiner reports from the last two years	No	The reasoning provided by the education provider was that the programme did not commence until September 2017 so these documents were not in existence.
Responses to external examiner reports from the last two years	No	The reasoning provided by the education provider was that the programme did not commence until September 2017 so these documents were not in existence.

Section 4: Visitors' recommendation

In considering the evidence provided by the education provider as part of the initial submission, the visitors were satisfied that there is sufficient evidence that our standards continue to be met, and therefore recommend that the programme(s) remain approved.

This report, including the recommendation of the visitors, will be considered at the 23 August 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

Section 5: Future considerations for the programme(s)

We include this section to note areas that may need to be considered as part of future HCPC assessment processes. Education providers do not need to respond to these

areas through this assessment, but should consider how to engage with the HCPC around these areas in the future, for example through the monitoring processes. When this programme is next assessed against our standards, visitors will have access to this report, and will consider this section when making their recommendation on continuing programme approval.

From the information provided in the “annual degree course monitoring report” 2015/2016 the visitors noted that they are addressing the service user involvement in the programmes. In the 2016/2017 annual degree course monitoring report one of the action points in the report mentions that the education provider should “maintain and improve levels of service user involvement in the programmes”. The visitors would like to see that this aspect is addressed in future through the appropriate processes to ensure the standards continue to be met.

From the information provided, the visitors noted that the programme will be moving to a new school. As such, the visitors would like to remind the education provider to ensure that they follow the appropriate processes to inform the HCPC of any changes to the programme that may impact upon the standards of education and training.

HCPC annual monitoring process report

Education provider	Glyndwr University
Name of programme(s)	BSc (Hons) Occupational Therapy, Full time
Date of initial assessment	13 June 2018
Case reference	CAS-12590-B8H6M5

Contents

Section 1: Our regulatory approach.....	2
Section 2: Programme details.....	2
Section 3: Requirements to commence assessment.....	3
Section 4: Outcome from first review.....	3
Section 5: Visitors' recommendation	4

Executive Summary

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How we make our decisions

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The ETC make decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process reports. The Committee meets in public on a regular basis and their decisions are available to view [on our website](#).

HCPC panel

We always appoint at least one partner visitor from the profession (inclusive of modality and / or entitlement, where applicable) with which the assessment is concerned. We also ensure that visitors are supported in their assessment by a member of the HCPC executive team. Details of the HCPC panel for this assessment are as follows:

David Houlston	Biomedical scientist
Joanne Stead	Occupational therapist
Eloise O'Connell	HCPC executive

Section 2: Programme details

Programme name	BSc (Hons) Occupational Therapy
Mode of study	FT (Full time)
Profession	Occupational therapist
First intake	01 September 2013
Maximum learner cohort	Up to 29
Intakes per year	1
Assessment reference	AM07270

We undertook this assessment to consider whether the programme continued to meet our standards over the last two academic years. This assessment formed part of our regular monitoring required of programmes on a cyclical basis.

Section 3: Requirements to commence assessment

In order for us to progress with approval and monitoring assessments, we require certain evidence and information from education providers. The following is a list of evidence that we asked for through this process, and whether that evidence was provided. Education providers are also given the opportunity to include any further supporting evidence as part of their submission. Without a sufficient level of evidence, we need to consider whether we can proceed with the assessment. In this case, we decided that we were able to undertake our assessment with the evidence provided.

Required documentation	Submitted
HCPC annual monitoring audit form, including completed standards mapping	Yes
Internal quality reports from the last two years	Yes
External examiner reports from the last two years	Yes
Responses to external examiner reports from the last two years	Yes

Section 4: Outcome from first review

In considering the evidence provided by the education provider as part of the initial submission, the visitors are not satisfied that there is sufficient evidence that our standards continued to be met at this time, and therefore require further evidence as noted below.

Further evidence required

In order to determine whether the standards continue to be met, the visitors require further evidence for the following standards for the reasons noted below.

We expect education providers to review the issues identified in this report, decide on any changes that they wish to make to programme(s), and then provide any further evidence to demonstrate how they meet the standards.

3.9 The resources to support student learning in all settings must effectively support the required learning and teaching activities of the programme.

Reason: The Annual Programme Monitoring Report (AMR) 2016 / 17 shows that there has been an increase in learner numbers of the programme, with 29 learners in 2016. The visitors noted that the programme is currently approved for a maximum number of 21 learners per year. The programme leader's response to the External Examiner report for 2017 recognises that learner numbers are increasing and that the external examiner reports will help in justification for additional resource when required. From the information provided, the visitors were not clear what plans the education provider has in place to manage the increase in learner numbers, to ensure that there are adequate resources in place to support all learners on the programme. As such, the visitors require further information to determine how the programme continues to meet this standard.

Suggested evidence: Evidence to demonstrate how the education provider plans to manage the increase in learner numbers, to ensure there are adequate resources available to support the increase in numbers.

3.5 There must be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.

Reason: The Annual Programme Monitoring Report (AMR) 2016 / 17 shows that there has been an increase in learner numbers of the programme, with 29 learners in 2016. The visitors noted that the programme is currently approved for a maximum number of 21 learners per year. The programme leader's response to the External Examiner report for 2017, recognises that learner numbers are increasing and that the external examiner reports will help in justification for additional resource when required. From the information provided, the visitors were not clear what plans the education provider has in place to manage the increase in learner numbers, to ensure that there is an adequate number of staff in place to support the number of learners on the programme. As such, the visitors require further information to determine how the programme continues to meet this standard.

Suggested evidence: Evidence to demonstrate how the education provider plans to manage the increase in learner numbers, to ensure there is an adequate number of staff in place to support the number of learners on the programme.

Section 5: Visitors' recommendation

Considering the education provider's response to the request for further evidence set out in section 4, the visitors are satisfied that there is sufficient evidence that the standards continue to be met and recommend that the programme(s) remain approved.

This report, including the recommendation of the visitors, will be considered at the 23 August 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	Guildhall School of Music and Drama
Name of programme(s)	MA Music Therapy, Full time
Date submission received	29 May 2018
Case reference	CAS-12334-S4W3T6

Contents

Section 1: Our regulatory approach.....	2
Section 2: Programme details.....	2
Section 3: Requirements to commence assessment.....	3
Section 4: Visitors' recommendation	3

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HCPC panel

We always appoint at least one partner visitor from the profession (inclusive of modality and / or entitlement, where applicable) with which the assessment is concerned. We also ensure that visitors are supported in their assessment by a member of the HCPC executive team. Details of the HCPC panel for this assessment are as follows:

Elaine Streeter	Arts therapist - Music therapist
Phoene Cave	Arts therapist - Music therapist
Niall Gooch	HCPC executive

Section 2: Programme details

Programme name	MA Music Therapy
Mode of study	FT (Full time)
Profession	Arts therapist
Modality	Music therapist
First intake	01 September 2013
Maximum learner cohort	Up to 15
Intakes per year	1
Assessment reference	AM07278

We undertook this assessment to consider whether the programme continued to meet our standards over the last two academic years. This assessment formed part of our regular monitoring required of programmes on a cyclical basis.

Section 3: Requirements to commence assessment

In order for us to progress with approval and monitoring assessments, we require certain evidence and information from education providers. The following is a list of evidence that we asked for through this process, and whether that evidence was provided. Education providers are also given the opportunity to include any further supporting evidence as part of their submission. Without a sufficient level of evidence, we need to consider whether we can proceed with the assessment. In this case, we decided that we were able to undertake our assessment with the evidence provided.

Required documentation	Submitted
HCPC annual monitoring audit form, including completed standards mapping	Yes
Internal quality reports from the last two years	Yes
External examiner reports from the last two years	Yes
Responses to external examiner reports from the last two years	Yes

Section 4: Visitors' recommendation

In considering the evidence provided by the education provider as part of the initial submission, the visitors were satisfied that there is sufficient evidence that our standards continue to be met, and therefore recommend that the programme(s) remain approved.

This report, including the recommendation of the visitors, will be considered at the 23 August 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	Hidden Hearing Limited
Name of programme(s)	Award in Hearing Aid Dispensing Competence, Work based learning
Date submission received	24 May 2018
Case reference	CAS-12355-R4R6G8

Contents

Section 1: Our regulatory approach.....	2
Section 2: Programme details.....	2
Section 3: Requirements to commence assessment.....	3
Section 4: Outcome from first review.....	3
Section 5: Visitors’ recommendation	4

Executive Summary

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The following is a report on the annual monitoring process undertaken by the HCPC to ensure that programme(s) detailed in this report meet our standards of education and training (referred to through this report as ‘our standards’). The report details the process itself, the evidence considered, and recommendations made regarding programme approval.

Section 1: Our regulatory approach

Our standards

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How we make our decisions

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The ETC make decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process reports. The Committee meets in public on a regular basis and their decisions are available to view [on our website](#).

HCPC panel

We always appoint at least one partner visitor from the profession (inclusive of modality and / or entitlement, where applicable) with which the assessment is concerned. We also ensure that visitors are supported in their assessment by a member of the HCPC executive team. Details of the HCPC panel for this assessment are as follows:

Elizabeth Ross	Hearing aid dispenser
Richard Sykes	Hearing aid dispenser
Shaista Ahmad	HCPC executive

Section 2: Programme details

Programme name	Award in Hearing Aid Dispensing Competence
Mode of study	WBL (Work based learning)
Profession	Hearing aid dispenser
First intake	01 October 2013
Maximum learner cohort	Up to 20
Intakes per year	1
Assessment reference	AM07280

We undertook this assessment to consider whether the programme continued to meet our standards over the last two academic years. This assessment formed part of our regular monitoring required of programmes on a cyclical basis.

Section 3: Requirements to commence assessment

In order for us to progress with approval and monitoring assessments, we require certain evidence and information from education providers. The following is a list of evidence that we asked for through this process, and whether that evidence was provided. Education providers are also given the opportunity to include any further supporting evidence as part of their submission. Without a sufficient level of evidence, we need to consider whether we can proceed with the assessment. In this case, we decided that we were able to undertake our assessment with the evidence provided.

Required documentation	Submitted
HCPC annual monitoring audit form, including completed standards mapping	Yes
Internal quality reports from the last two years	Yes
External examiner reports from the last two years	Yes
Responses to external examiner reports from the last two years	Yes

Section 4: Outcome from first review

In considering the evidence provided by the education provider as part of the initial submission, the visitors are not satisfied that there is sufficient evidence that our standards continued to be met at this time, and therefore require further evidence as noted below.

Further evidence required

In order to determine whether the standards continue to be met, the visitors require further evidence for the following standards for the reasons noted below.

We expect education providers to review the issues identified in this report, decide on any changes that they wish to make to programme(s), and then provide any further evidence to demonstrate how they meet the standards.

4.5 The curriculum must make sure that students understand the implications of the HCPC's standards of conduct, performance and ethics.

Reason: From a review of the programme documentation, the visitors noted that the education provider has introduced case studies in the curriculum to allow learners the opportunity to understand the implications of the HCPC standards of conduct, performance and ethics (SCPE's). However, upon reviewing the case studies the visitors noted that these involved group discussions amongst other learners. As there was no information provided on how learners would be assessed, the visitors were unable to determine how the education provider would ensure that individual learners are assessed to show an understanding of the SCPE's and be able to apply this to their role as a Hearing Aid Dispenser.

Suggested evidence: Documentation to demonstrate the assessment of the SCPE's in learners being able to understand and apply the SCPE's to their role.

Section 5: Visitors' recommendation

Considering the education provider's response to the request for further evidence set out in section 4, the visitors are satisfied that there is sufficient evidence that the standards continue to be met and recommend that the programme(s) remain approved.

This report, including the recommendation of the visitors, will be considered at the 23 August 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	UCL Institute of Education
Name of programme(s)	Doctorate in Professional Educational, Child and Adolescent Psychology (DEdPsy), Full time
Date submission received	29 June 2018
Case reference	CAS-12591-Y2Y2Q0

Contents

Section 1: Our regulatory approach.....	2
Section 2: Programme details.....	2
Section 3: Requirements to commence assessment.....	3
Section 4: Visitors’ recommendation	3

Executive Summary

We are the Health and Care Professions Council (HCPC), a regulator set up to protect the public. We set standards for education and training, professional knowledge and skills, conduct, performance and ethics; keep a register of professionals who meet those standards; approve programmes which professionals must complete before they can register with us; and take action when professionals on our Register do not meet our standards.

The following is a report on the annual monitoring process undertaken by the HCPC to ensure that programme(s) detailed in this report meet our standards of education and training (referred to through this report as ‘our standards’). The report details the process itself, the evidence considered, and recommendations made regarding programme approval.

Section 1: Our regulatory approach

Our standards

We approve programmes that meet our education standards, which ensure individuals that complete the programmes meet proficiency standards. The proficiency standards set out what a registrant should know, understand and be able to do when they complete their education and training. The education standards are outcome focused, enabling education providers to deliver programmes in different ways, as long as individuals who complete the programme meet the relevant proficiency standards.

Programmes are normally [approved on an open-ended basis](#), subject to satisfactory engagement with our monitoring processes. Programmes we have approved are listed [on our website](#).

How we make our decisions

We make independent evidence based decisions about programme approval. For all assessments, we ensure that we have profession specific input in our decision making. In order to do this, we appoint [partner visitors](#) to undertake assessment of evidence presented through our processes. The visitors make recommendations to the Education and Training Committee (ETC).

The ETC make decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process reports. The Committee meets in public on a regular basis and their decisions are available to view [on our website](#).

HCPC panel

We always appoint at least one partner visitor from the profession (inclusive of modality and / or entitlement, where applicable) with which the assessment is concerned. We also ensure that visitors are supported in their assessment by a member of the HCPC executive team. Details of the HCPC panel for this assessment are as follows:

Lisa Marks Woolfson	Practitioner psychologist - Educational psychologist
Lynda Kelly	Social worker (Approved mental health professional)
Eloise O'Connell	HCPC executive

Section 2: Programme details

Programme name	Doctorate in Professional Educational, Child and Adolescent Psychology (DEdPsy)
Mode of study	FT (Full time)
Profession	Practitioner psychologist
Modality	Educational psychologist
First intake	01 September 2011
Maximum learner cohort	Up to 11
Intakes per year	1
Assessment reference	AM07282

We undertook this assessment to consider whether the programme continued to meet our standards over the last two academic years. This assessment formed part of our regular monitoring required of programmes on a cyclical basis.

Section 3: Requirements to commence assessment

In order for us to progress with approval and monitoring assessments, we require certain evidence and information from education providers. The following is a list of evidence that we asked for through this process, and whether that evidence was provided. Education providers are also given the opportunity to include any further supporting evidence as part of their submission. Without a sufficient level of evidence, we need to consider whether we can proceed with the assessment. In this case, we decided that we were able to undertake our assessment with the evidence provided.

Required documentation	Submitted
HCPC annual monitoring audit form, including completed standards mapping	Yes
Internal quality reports from the last two years	Yes
External examiner reports from the last two years	Yes
Responses to external examiner reports from the last two years	Yes

Section 4: Visitors’ recommendation

In considering the evidence provided by the education provider as part of the initial submission, the visitors were satisfied that there is sufficient evidence that our standards continue to be met, and therefore recommend that the programme(s) remain approved.

This report, including the recommendation of the visitors, will be considered at the 23 August 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC’s decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	Keele University
Name of programme(s)	BSc (Hons) Applied Biomedical Science, Full time
Date of initial assessment	13 June 2018
Case reference	CAS-12336-N6B8L0

Contents

Section 1: Our regulatory approach.....	2
Section 2: Programme details.....	2
Section 3: Requirements to commence assessment.....	3
Section 4: Outcome from first review.....	3
Section 5: Visitors' recommendation	4

Executive Summary

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The following is a report on the annual monitoring process undertaken by the HCPC to ensure that programme(s) detailed in this report meet our standards of education and training (referred to through this report as 'our standards'). The report details the process itself, the evidence considered, and recommendations made regarding programme approval.

Section 1: Our regulatory approach

Our standards

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Programmes are normally [approved on an open-ended basis](#), subject to satisfactory engagement with our monitoring processes. Programmes we have approved are listed [on our website](#).

How we make our decisions

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The ETC make decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process reports. The Committee meets in public on a regular basis and their decisions are available to view [on our website](#).

HCPC panel

We always appoint at least one partner visitor from the profession (inclusive of modality and / or entitlement, where applicable) with which the assessment is concerned. We also ensure that visitors are supported in their assessment by a member of the HCPC executive team. Details of the HCPC panel for this assessment are as follows:

David Houlston	Biomedical scientist
Joanne Stead	Occupational therapist
Eloise O'Connell	HCPC executive

Section 2: Programme details

Programme name	BSc (Hons) Applied Biomedical Science
Mode of study	FT (Full time)
Profession	Biomedical scientist
First intake	01 September 2009
Maximum learner cohort	Up to 60
Intakes per year	2
Assessment reference	AM07284

We undertook this assessment to consider whether the programme continued to meet our standards over the last two academic years. This assessment formed part of our regular monitoring required of programmes on a cyclical basis.

Section 3: Requirements to commence assessment

In order for us to progress with approval and monitoring assessments, we require certain evidence and information from education providers. The following is a list of evidence that we asked for through this process, and whether that evidence was provided. Education providers are also given the opportunity to include any further supporting evidence as part of their submission. Without a sufficient level of evidence, we need to consider whether we can proceed with the assessment. In this case, we decided that we were able to undertake our assessment with the evidence provided.

Required documentation	Submitted
HCPC annual monitoring audit form, including completed standards mapping	Yes
Internal quality reports from the last two years	Yes
External examiner reports from the last two years	Yes
Responses to external examiner reports from the last two years	Yes

Section 4: Outcome from first review

In considering the evidence provided by the education provider as part of the initial submission, the visitors are not satisfied that there is sufficient evidence that our standards continued to be met at this time, and therefore require further evidence as noted below.

Further evidence required

In order to determine whether the standards continue to be met, the visitors require further evidence for the following standards for the reasons noted below.

We expect education providers to review the issues identified in this report, decide on any changes that they wish to make to programme(s), and then provide any further evidence to demonstrate how they meet the standards.

4.1 The learning outcomes must ensure that those who successfully complete the programme meet the standards of proficiency for their part of the Register.

Reason: From the supplementary information provided for the annual monitoring audit, the visitors noted there has been changes made to the curriculum since the programme was last reviewed. The visitors noted that this includes removal of modules, with replacement and new modules being incorporated into the curriculum. In Appendix 1, under curriculum developments on page 42 it states “no assessment of HCPC standards of competence is affected by any of the above changes”. The visitors were not clear what the education provider means when it refers to ‘HCPC standards of competence’ as there are no standards of competence. From the information provided, the visitors could not determine whether the education provider has mapped the learning outcomes in the developed curriculum to the standards of proficiency to ensure

that those who successfully complete the programme meet the standards of proficiency for Biomedical scientists.

Suggested evidence: Evidence to demonstrate the learning outcomes continue to ensure that those who successfully complete the programme meet the standards of proficiency for Biomedical scientists, for example this could include a SOP's mapping document.

Section 5: Visitors' recommendation

Considering the education provider's response to the request for further evidence set out in section 4, the visitors are satisfied that there is sufficient evidence that the standards continue to be met and recommend that the programme(s) remain approved.

This report, including the recommendation of the visitors, will be considered at the 23 August 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	London South Bank University
Name of programme(s)	BA (Hons) Social Work, Full time
Date submission received	05 July 2018
Case reference	CAS-12595-Z4V4G2

Contents

Section 1: Our regulatory approach.....	2
Section 2: Programme details.....	2
Section 3: Requirements to commence assessment.....	3
Section 4: Outcome from first review.....	3
Section 5: Visitors' recommendation	4

Executive Summary

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The following is a report on the annual monitoring process undertaken by the HCPC to ensure that programme(s) detailed in this report meet our standards of education and training (referred to through this report as 'our standards'). The report details the process itself, the evidence considered, and recommendations made regarding programme approval.

Section 1: Our regulatory approach

Our standards

We approve programmes that meet our education standards, which ensure individuals that complete the programmes meet proficiency standards. The proficiency standards set out what a registrant should know, understand and be able to do when they complete their education and training. The education standards are outcome focused, enabling education providers to deliver programmes in different ways, as long as individuals who complete the programme meet the relevant proficiency standards.

Programmes are normally [approved on an open-ended basis](#), subject to satisfactory engagement with our monitoring processes. Programmes we have approved are listed [on our website](#).

How we make our decisions

We make independent evidence based decisions about programme approval. For all assessments, we ensure that we have profession specific input in our decision making. In order to do this, we appoint [partner visitors](#) to undertake assessment of evidence presented through our processes. The visitors make recommendations to the Education and Training Committee (ETC).

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HCPC panel

We always appoint at least one partner visitor from the profession (inclusive of modality and / or entitlement, where applicable) with which the assessment is concerned. We also ensure that visitors are supported in their assessment by a member of the HCPC executive team. Details of the HCPC panel for this assessment are as follows:

Lisa Marks Woolfson	Practitioner psychologist - Educational psychologist
Lynda Kelly	Social worker (Approved mental health professional)
Eloise O'Connell	HCPC executive

Section 2: Programme details

Programme name	BA (Hons) Social Work
Mode of study	FT (Full time)
Profession	Social worker in England
First intake	01 May 2003
Maximum learner cohort	Up to 50
Intakes per year	1
Assessment reference	AM07310

We undertook this assessment to consider whether the programme continued to meet our standards over the last two academic years. This assessment formed part of our regular monitoring required of programmes on a cyclical basis.

Section 3: Requirements to commence assessment

In order for us to progress with approval and monitoring assessments, we require certain evidence and information from education providers. The following is a list of evidence that we asked for through this process, and whether that evidence was provided. Education providers are also given the opportunity to include any further supporting evidence as part of their submission. Without a sufficient level of evidence, we need to consider whether we can proceed with the assessment. In this case, we decided that we were able to undertake our assessment with the evidence provided.

Required documentation	Submitted	Reason(s) for non-submission
HCPC annual monitoring audit form, including completed standards mapping	Yes	
Internal quality reports from the last two years	No	The education provider included their internal quality reports for the academic years 2015 – 2016 and 2017 – 2018. They did not include the report for the academic year 2016 - 2017 which we do require.
External examiner reports from the last two years	Yes	
Responses to external examiner reports from the last two years	Yes	

Section 4: Outcome from first review

In considering the evidence provided by the education provider as part of the initial submission, the visitors are not satisfied that there is sufficient evidence that our standards continued to be met at this time, and therefore require further evidence as noted below.

Further evidence required

In order to determine whether the standards continue to be met, the visitors require further evidence for the following standards for the reasons noted below.

We expect education providers to review the issues identified in this report, decide on any changes that they wish to make to programme(s), and then provide any further evidence to demonstrate how they meet the standards.

3.3 The programme must have regular monitoring and evaluation systems in place.

Reason: In their audit submission, the education provider submitted their internal quality reports for the 2015 – 2016 and 2017 – 2018 academic years. We request that the education provider submits their internal quality reports for the last two years, which includes the 2015 – 2016 and 2016 – 2017 academic years. As the education provider did not submit their internal quality report for the 2016 – 2017 academic year, the visitors were unable to determine that the programme has regular monitoring and evaluations systems in place. As such, the visitors require the education provider to submit their 2016 – 2017 internal quality report in order to determine whether this standard continues to be met.

Suggested evidence: The internal quality report for the 2016 – 2017 academic year, or relevant documentation to demonstrate there was monitoring and evaluation systems in place for that year.

Section 5: Visitors' recommendation

Considering the education provider's response to the request for further evidence set out in section 4, the visitors are satisfied that there is sufficient evidence that the standards continue to be met and recommend that the programme(s) remain approved.

This report, including the recommendation of the visitors, will be considered at the 23 August 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	London South Bank University
Name of programme(s)	PG Dip Social Work (Masters Exit Route Only), Full time PG Dip Social Work (Masters Exit Route Only), Work based learning MA Social Work, Full time MA Social Work, Work based learning
Date submission received	02 July 2018
Case reference	CAS-12344-Y4L1J1

Contents

Section 1: Our regulatory approach.....	2
Section 2: Programme details.....	2
Section 3: Requirements to commence assessment.....	3
Section 4: Visitors’ recommendation	4
Section 5: Future considerations for the programme(s).....	4

Executive Summary

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The following is a report on the annual monitoring process undertaken by the HCPC to ensure that programme(s) detailed in this report meet our standards of education and training (referred to through this report as ‘our standards’). The report details the process itself, the evidence considered, and recommendations made regarding programme approval.

Through undertaking this process, we have noted areas that may need to be considered as part of future HCPC assessment processes in section 5 of this report.

Section 1: Our regulatory approach

Our standards

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How we make our decisions

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The ETC make decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process reports. The Committee meets in public on a regular basis and their decisions are available to view [on our website](#).

HCPC panel

We always appoint at least one partner visitor from the profession (inclusive of modality and / or entitlement, where applicable) with which the assessment is concerned. We also ensure that visitors are supported in their assessment by a member of the HCPC executive team. Details of the HCPC panel for this assessment are as follows:

Lisa Marks Woolfson	Practitioner psychologist - Educational psychologist
Lynda Kelly	Social worker (Approved mental health professional)
Eloise O'Connell	HCPC executive

Section 2: Programme details

Programme name	PG Dip Social Work (Masters Exit Route Only)
Mode of study	FT (Full time)
Profession	Social worker in England
First intake	01 June 2004
Maximum learner cohort	Up to 10
Intakes per year	1
Assessment reference	AM07311

Programme name	PG Dip Social Work (Masters Exit Route Only)
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Mode of study	WBL (Work based learning)
Profession	Social worker in England
First intake	01 June 2004
Maximum learner cohort	Up to 10
Intakes per year	1
Assessment reference	AM07312

Programme name	MA Social Work
Mode of study	FT (Full time)
Profession	Social worker in England
First intake	01 September 2013
Maximum learner cohort	Up to 15
Intakes per year	1
Assessment reference	AM07315

Programme name	MA Social Work
Mode of study	WBL (Work based learning)
Profession	Social worker in England
First intake	01 September 2013
Maximum learner cohort	Up to 15
Intakes per year	1
Assessment reference	AM07316

We undertook this assessment to consider whether the programme continued to meet our standards over the last two academic years. This assessment formed part of our regular monitoring required of programmes on a cyclical basis.

Section 3: Requirements to commence assessment

In order for us to progress with approval and monitoring assessments, we require certain evidence and information from education providers. The following is a list of evidence that we asked for through this process, and whether that evidence was provided. Education providers are also given the opportunity to include any further supporting evidence as part of their submission. Without a sufficient level of evidence, we need to consider whether we can proceed with the assessment. In this case, we decided that we were able to undertake our assessment with the evidence provided.

Required documentation	Submitted
HCPC annual monitoring audit form, including completed standards mapping	Yes
Internal quality reports from the last two years	Yes
External examiner reports from the last two years	Yes
Responses to external examiner reports from the last two years	Yes

Section 4: Visitors' recommendation

In considering the evidence provided by the education provider as part of the initial submission, the visitors were satisfied that there is sufficient evidence that our standards continue to be met, and therefore recommend that the programme(s) remain approved.

This report, including the recommendation of the visitors, will be considered at the 23 August 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

Section 5: Future considerations for the programme(s)

We include this section to note areas that may need to be considered as part of future HCPC assessment processes. Education providers do not need to respond to these areas through this assessment, but should consider how to engage with the HCPC around these areas in the future, for example through the monitoring processes. When this programme is next assessed against our standards, visitors will have access to this report, and will consider this section when making their recommendation on continuing programme approval.

The visitors reviewed the audit submission for the education provider's undergraduate and post-graduate programmes. From the information provided in the audit submissions, the visitors noted that the external examiner's reports for all programmes were identical. From the information provided, the visitors found that it would be more useful from a regulatory perspective to see external examiner's reports that differentiates between undergraduate and post-graduate programmes, to include comments specific to post-graduate or undergraduate provision. The education provider could consider this for future monitoring processes, as this would be useful for visitors when reviewing submissions for these programmes in future.

HCPC annual monitoring process report

Education provider	University of Plymouth
Name of programme(s)	Professional Doctorate in Clinical Psychology, Full time
Date submission received	02 July 2018
Case reference	CAS-12596-H8H3T5

Contents

Section 1: Our regulatory approach.....	2
Section 2: Programme details.....	2
Section 3: Requirements to commence assessment.....	3
Section 4: Visitors’ recommendation	3
Section 5: Future considerations for the programme(s).....	3

Executive Summary

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The ETC make decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process reports. The Committee meets in public on a regular basis and their decisions are available to view [on our website](#).

HCPC panel

We always appoint at least one partner visitor from the profession (inclusive of modality and / or entitlement, where applicable) with which the assessment is concerned. We also ensure that visitors are supported in their assessment by a member of the HCPC executive team. Details of the HCPC panel for this assessment are as follows:

Fleur Kitsell	Physiotherapist
James McManus	Practitioner psychologist - Clinical psychologist
Mandy Hargood	HCPC executive

Section 2: Programme details

Programme name	Professional Doctorate in Clinical Psychology
Mode of study	FT (Full time)
Profession	Practitioner psychologist
Modality	Clinical psychologist
First intake	01 January 1995
Maximum learner cohort	Up to 14
Intakes per year	1
Assessment reference	AM07362

We undertook this assessment to consider whether the programme continued to meet our standards over the last two academic years. This assessment formed part of our regular monitoring required of programmes on a cyclical basis.

Section 3: Requirements to commence assessment

In order for us to progress with approval and monitoring assessments, we require certain evidence and information from education providers. The following is a list of evidence that we asked for through this process, and whether that evidence was provided. Education providers are also given the opportunity to include any further supporting evidence as part of their submission. Without a sufficient level of evidence, we need to consider whether we can proceed with the assessment. In this case, we decided that we were able to undertake our assessment with the evidence provided.

Required documentation	Submitted
HCPC annual monitoring audit form, including completed standards mapping	Yes
Internal quality reports from the last two years	Yes
External examiner reports from the last two years	Yes
Responses to external examiner reports from the last two years	Yes

Through undertaking this process, we have noted areas that may need to be considered as part of future HCPC assessment processes in section 5 of this report.

Section 4: Visitors’ recommendation

In considering the evidence provided by the education provider as part of the initial submission, the visitors were satisfied that there is sufficient evidence that our standards continue to be met, and therefore recommend that the programme(s) remain approved.

This report, including the recommendation of the visitors, will be considered at the 23 August 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC’s decision notice, which are available [on our website](#).

Section 5: Future considerations for the programme(s)

The visitors noted that in the external examines reports for 2015 - 2016 and 2016 – 2017 and by the BPS during their visit in May 2017, that the staff workloads appear to be high. The education provider has reported in the programme planning report that the head of school and the programme leader are reviewing the workload for staff delivering the programme. This is due to be reported on in September 2018. This report should be included as part of the next annual monitoring audit to allow visitors to ensure that staffing to deliver an effective programme remains at threshold.

We include this section to note areas that may need to be considered as part of future HCPC assessment processes. Education providers do not need to respond to these areas through this assessment, but should consider how to engage with the HCPC around these areas in the future, for example through the monitoring processes. When this programme is next assessed against our standards, visitors will have access to this report, and will consider this section when making their recommendation on continuing programme approval.

HCPC annual monitoring process report

Education provider	The Robert Gordon University
Name of programme(s)	MSc Physiotherapy (Pre-registration), Full time Post Graduate Diploma in Physiotherapy (Pre-registration), Full time
Date submission received	29 June 2018
Case reference	CAS-12597-R3C9S9

Contents

Section 1: Our regulatory approach.....	2
Section 2: Programme details.....	2
Section 3: Requirements to commence assessment.....	3
Section 4: Outcome from first review.....	3
Section 5: Visitors’ recommendation	4

Executive Summary

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Section 1: Our regulatory approach

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HCPC panel

We always appoint at least one partner visitor from the profession (inclusive of modality and / or entitlement, where applicable) with which the assessment is concerned. We also ensure that visitors are supported in their assessment by a member of the HCPC executive team. Details of the HCPC panel for this assessment are as follows:

Fleur Kitsell	Physiotherapist
James McManus	Practitioner psychologist - Clinical psychologist
Mandy Hargood	HCPC executive

Section 2: Programme details

We undertook this assessment to consider whether the programme continued to meet our standards over the last two academic years. This assessment formed part of our regular monitoring required of programmes on a cyclical basis.

Programme name	MSc Physiotherapy (Pre-registration)
Mode of study	FT (Full time)
Profession	Physiotherapist
First intake	01 January 2001
Maximum learner cohort	Up to 24
Intakes per year	1

Assessment reference	AM07409
Programme name	Post Graduate Diploma in Physiotherapy (Pre-registration)
Mode of study	FT (Full time)
Profession	Physiotherapist
First intake	01 January 2011
Maximum learner cohort	Up to 2
Intakes per year	1
Assessment reference	AM07411

Section 3: Requirements to commence assessment

In order for us to progress with approval and monitoring assessments, we require certain evidence and information from education providers. The following is a list of evidence that we asked for through this process, and whether that evidence was provided. Education providers are also given the opportunity to include any further supporting evidence as part of their submission. Without a sufficient level of evidence, we need to consider whether we can proceed with the assessment. In this case, we decided that we were able to undertake our assessment with the evidence provided.

Required documentation	Submitted
HCPC annual monitoring audit form, including completed standards mapping	Yes
Internal quality reports from the last two years	Yes
External examiner reports from the last two years	Yes
Responses to external examiner reports from the last two years	Yes

Section 4: Outcome from first review

In considering the evidence provided by the education provider as part of the initial submission, the visitors are not satisfied that there is sufficient evidence that our standards continued to be met at this time, and therefore require further evidence as noted below.

Further evidence required

In order to determine whether the standards continue to be met, the visitors require further evidence for the following standards for the reasons noted below.

We expect education providers to review the issues identified in this report, decide on any changes that they wish to make to programme(s), and then provide any further evidence to demonstrate how they meet the standards.

3.9 The resources to support student learning in all settings must effectively support the required learning and teaching activities of the programme.

Reason: The visitors reviewed the evidence provided and noted in the annual course approval report 2016 – 2017 but dated 2 March 2018 by the programme leader, that the building the programmes occupy has issues. The programme leader stated that “Ongoing issues with fabric of building and in particular teaching and practical rooms, examples are missing roof tiles, loose floor tiles and general décor in health and social care building. This has been raised in previous ACAs as a threat to the learning environment for students but in some cases may now pose a health and safety risk”. The visitors were unclear from the evidence provided, if these issues had now been resolved and that there is no danger to learners on the programme to ensure this standard continues to be met.

Suggested evidence: Evidence that demonstrates that the issues surrounding the building has been resolved to ensure this standard continues to be met.

Section 5: Visitors’ recommendation

Considering the education provider’s response to the request for further evidence set out in section 4, the visitors are satisfied that there is sufficient evidence that the standards continue to be met and recommend that the programme(s) remain approved.

This report, including the recommendation of the visitors, will be considered at the **23 August 2018** meeting of the ETC. Following this meeting, this report should be read alongside the ETC’s decision notice, which are available [on our website](#)

HCPC annual monitoring process report

Education provider	The Robert Gordon University
Name of programme(s)	Doctorate of Physiotherapy, Full time
Date submission received	29 June 2018
Case reference	CAS-12407-J5V4H4

Contents

Section 1: Our regulatory approach.....	2
Section 2: Programme details.....	2
Section 3: Requirements to commence assessment.....	3
Section 4: Outcome from first review.....	3
Section 5: Visitors' recommendation	4

Executive Summary

We are the Health and Care Professions Council (HCPC), a regulator set up to protect the public. We set standards for education and training, professional knowledge and skills, conduct, performance and ethics; keep a register of professionals who meet those standards; approve programmes which professionals must complete before they can register with us; and take action when professionals on our Register do not meet our standards.

The following is a report on the annual monitoring process undertaken by the HCPC to ensure that programme(s) detailed in this report meet our standards of education and training (referred to through this report as 'our standards'). The report details the process itself, the evidence considered, and recommendations made regarding programme approval.

Section 1: Our regulatory approach

Our standards

We approve programmes that meet our education standards, which ensure individuals that complete the programmes meet proficiency standards. The proficiency standards set out what a registrant should know, understand and be able to do when they complete their education and training. The education standards are outcome focused, enabling education providers to deliver programmes in different ways, as long as individuals who complete the programme meet the relevant proficiency standards.

Programmes are normally [approved on an open-ended basis](#), subject to satisfactory engagement with our monitoring processes. Programmes we have approved are listed [on our website](#).

How we make our decisions

We make independent evidence based decisions about programme approval. For all assessments, we ensure that we have profession specific input in our decision making. In order to do this, we appoint [partner visitors](#) to undertake assessment of evidence presented through our processes. The visitors make recommendations to the Education and Training Committee (ETC).

The ETC make decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process reports. The Committee meets in public on a regular basis and their decisions are available to view [on our website](#).

HCPC panel

We always appoint at least one partner visitor from the profession (inclusive of modality and / or entitlement, where applicable) with which the assessment is concerned. We also ensure that visitors are supported in their assessment by a member of the HCPC executive team. Details of the HCPC panel for this assessment are as follows:

James McManus	Practitioner psychologist - Clinical psychologist
Fleur Kitsell	Physiotherapist
Mandy Hargood	HCPC executive

Section 2: Programme details

Programme name	Doctorate of Physiotherapy
Mode of study	FT (Full time)
Profession	Physiotherapist
First intake	01 January 2017
Maximum learner cohort	Up to 8
Intakes per year	1
Assessment reference	AM07416

We undertook this assessment to consider whether the programme continued to meet our standards over the last two academic years. This assessment formed part of our regular monitoring required of programmes on a cyclical basis.

Section 3: Requirements to commence assessment

In order for us to progress with approval and monitoring assessments, we require certain evidence and information from education providers. The following is a list of evidence that we asked for through this process, and whether that evidence was provided. Education providers are also given the opportunity to include any further supporting evidence as part of their submission. Without a sufficient level of evidence, we need to consider whether we can proceed with the assessment. In this case, we decided that we were able to undertake our assessment with the evidence provided.

Required documentation	Submitted	Reason(s) for non-submission
HCPC annual monitoring audit form, including completed standards mapping	Yes	
Internal quality reports from the last two years	No	The programme only commenced in January 2017 so there is only one report
External examiner reports from the last two years	No	The programme only commenced in January 2017 so there is only one report
Responses to external examiner reports from the last two years	No	The programme only commenced in January 2017 so there is only one report

Section 4: Outcome from first review

In considering the evidence provided by the education provider as part of the initial submission, the visitors are not satisfied that there is sufficient evidence that our standards continued to be met at this time, and therefore require further evidence as noted below.

Further evidence required

In order to determine whether the standards continue to be met, the visitors require further evidence for the following standards for the reasons noted below.

We expect education providers to review the issues identified in this report, decide on any changes that they wish to make to programme(s), and then provide any further evidence to demonstrate how they meet the standards.

3.9 The resources to support student learning in all settings must effectively support the required learning and teaching activities of the programme.

Reason: The visitors reviewed the evidence provided and noted in the annual course approval report 2016 – 2017 but dated 2 March 2018 by the programme leader, that the building the programmes occupy has issues. The programme leader stated that “Ongoing issues with fabric of building and in particular teaching and practical rooms, examples are missing roof tiles, loose floor tiles and general décor in health and social care building. This has been raised in previous ACAs as a threat to the learning

environment for students but in some cases may now pose a health and safety risk". The visitors were unclear from the evidence provided, if these issues had now been resolved and that there is no danger to learners on the programme to ensure this standard continues to be met.

Suggested evidence: Evidence that demonstrates that the issues surrounding the building has been resolved to ensure this standard continues to be met.

Section 5: Visitors' recommendation

Considering the education provider's response to the request for further evidence set out in section 4, the visitors are satisfied that there is sufficient evidence that the standards continue to be met and recommend that the programme(s) remain approved.

This report, including the recommendation of the visitors, will be considered at the **23 August 2018** meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#)

HCPC annual monitoring process report

Education provider	Scottish Ambulance Academy and Glasgow Caledonian University
Validating body	Glasgow Caledonian University
Name of programme(s)	DipHE Paramedic Practice, Full time
Date submission received	07 June 2018
Case reference	CAS-12600-F3H5W7

Contents

Section 1: Our regulatory approach.....	2
Section 2: Programme details.....	2
Section 3: Requirements to commence assessment.....	3
Section 4: Visitors’ recommendation	3

Executive Summary

We are the Health and Care Professions Council (HCPC), a regulator set up to protect the public. We set standards for education and training, professional knowledge and skills, conduct, performance and ethics; keep a register of professionals who meet those standards; approve programmes which professionals must complete before they can register with us; and take action when professionals on our Register do not meet our standards.

The following is a report on the annual monitoring process undertaken by the HCPC to ensure that programme(s) detailed in this report meet our standards of education and training (referred to through this report as ‘our standards’). The report details the process itself, the evidence considered, and recommendations made regarding programme approval.

Section 1: Our regulatory approach

Our standards

We approve programmes that meet our education standards, which ensure individuals that complete the programmes meet proficiency standards. The proficiency standards set out what a registrant should know, understand and be able to do when they complete their education and training. The education standards are outcome focused, enabling education providers to deliver programmes in different ways, as long as individuals who complete the programme meet the relevant proficiency standards.

Programmes are normally [approved on an open-ended basis](#), subject to satisfactory engagement with our monitoring processes. Programmes we have approved are listed [on our website](#).

How we make our decisions

We make independent evidence based decisions about programme approval. For all assessments, we ensure that we have profession specific input in our decision making. In order to do this, we appoint [partner visitors](#) to undertake assessment of evidence presented through our processes. The visitors make recommendations to the Education and Training Committee (ETC).

The ETC make decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process reports. The Committee meets in public on a regular basis and their decisions are available to view [on our website](#).

HCPC panel

We always appoint at least one partner visitor from the profession (inclusive of modality and / or entitlement, where applicable) with which the assessment is concerned. We also ensure that visitors are supported in their assessment by a member of the HCPC executive team. Details of the HCPC panel for this assessment are as follows:

Glyn Harding	Paramedic
David Whitmore	Paramedic
Mandy Hargood	HCPC executive

Section 2: Programme details

Programme name	DipHE Paramedic Practice
Mode of study	FT (Full time)
Profession	Paramedic
First intake	01 June 2011
Maximum learner cohort	Up to 50
Intakes per year	4
Assessment reference	AM07425

We undertook this assessment to consider whether the programme continued to meet our standards over the last two academic years. This assessment formed part of our regular monitoring required of programmes on a cyclical basis.

Section 3: Requirements to commence assessment

In order for us to progress with approval and monitoring assessments, we require certain evidence and information from education providers. The following is a list of evidence that we asked for through this process, and whether that evidence was provided. Education providers are also given the opportunity to include any further supporting evidence as part of their submission. Without a sufficient level of evidence, we need to consider whether we can proceed with the assessment. In this case, we decided that we were able to undertake our assessment with the evidence provided.

Required documentation	Submitted	Reason(s) for non-submission
HCPC annual monitoring audit form, including completed standards mapping	Yes	
Internal quality reports from the last two years	No	The programme was visited in the 2015-2016 academic year, so was only required to submit evidence for 2016-2017
External examiner reports from the last two years	No	The programme was visited in the 2015-2016 academic year, so was only required to submit evidence for 2016-2017
Responses to external examiner reports from the last two years	No	The programme was visited in the 2015-2016 academic year so was only required to submit evidence for 2016-2017

Section 4: Visitors’ recommendation

In considering the evidence provided by the education provider as part of the initial submission, the visitors were satisfied that there is sufficient evidence that our standards continue to be met, and therefore recommend that the programme(s) remain approved.

This report, including the recommendation of the visitors, will be considered at the 23 August 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC’s decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	Surrey and South London Partnership with Royal Holloway
Name of programme(s)	Step-up Post-Graduate Diploma in Social Work, Full time
Date of initial assessment	13 June 2018
Case reference	CAS-12409-D4M8P7

Contents

Section 1: Our regulatory approach.....	2
Section 2: Programme details.....	2
Section 3: Requirements to commence assessment.....	3
Section 4: Outcome from first review.....	3
Section 5: Visitors’ recommendation	4
Section 6: Future considerations for the programme(s).....	4

Executive Summary

We are the Health and Care Professions Council (HCPC), a regulator set up to protect the public. We set standards for education and training, professional knowledge and skills, conduct, performance and ethics; keep a register of professionals who meet those standards; approve programmes which professionals must complete before they can register with us; and take action when professionals on our Register do not meet our standards.

The following is a report on the annual monitoring process undertaken by the HCPC to ensure that programme(s) detailed in this report meet our standards of education and training (referred to through this report as ‘our standards’). The report details the process itself, the evidence considered, and recommendations made regarding programme approval.

Through undertaking this process, we have noted areas that may need to be considered as part of future HCPC assessment processes in section 5 of this report.

Section 1: Our regulatory approach

Our standards

We approve programmes that meet our education standards, which ensure individuals that complete the programmes meet proficiency standards. The proficiency standards set out what a registrant should know, understand and be able to do when they complete their education and training. The education standards are outcome focused, enabling education providers to deliver programmes in different ways, as long as individuals who complete the programme meet the relevant proficiency standards.

Programmes are normally [approved on an open-ended basis](#), subject to satisfactory engagement with our monitoring processes. Programmes we have approved are listed [on our website](#).

How we make our decisions

We make independent evidence based decisions about programme approval. For all assessments, we ensure that we have profession specific input in our decision making. In order to do this, we appoint [partner visitors](#) to undertake assessment of evidence presented through our processes. The visitors make recommendations to the Education and Training Committee (ETC).

The ETC make decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process reports. The Committee meets in public on a regular basis and their decisions are available to view [on our website](#).

HCPC panel

We always appoint at least one partner visitor from the profession (inclusive of modality and / or entitlement, where applicable) with which the assessment is concerned. We also ensure that visitors are supported in their assessment by a member of the HCPC executive team. Details of the HCPC panel for this assessment are as follows:

Amanda Fitchett	Social worker
Valerie Maehle	Physiotherapist
Shaista Ahmad	HCPC executive

Section 2: Programme details

Programme name	Step-up Post-Graduate Diploma in Social Work
Mode of study	FT (Full time)
Profession	Social worker in England
First intake	01 January 2014
Maximum learner cohort	Up to 34
Intakes per year	1
Assessment reference	AM07426

We undertook this assessment to consider whether the programme continued to meet our standards over the last two academic years. This assessment formed part of our regular monitoring required of programmes on a cyclical basis.

Section 3: Requirements to commence assessment

In order for us to progress with approval and monitoring assessments, we require certain evidence and information from education providers. The following is a list of evidence that we asked for through this process, and whether that evidence was provided. Education providers are also given the opportunity to include any further supporting evidence as part of their submission. Without a sufficient level of evidence, we need to consider whether we can proceed with the assessment. In this case, we decided that we were able to undertake our assessment with the evidence provided.

Required documentation	Submitted
HCPC annual monitoring audit form, including completed standards mapping	Yes
Internal quality reports from the last two years	Yes
External examiner reports from the last two years	Yes
Responses to external examiner reports from the last two years	Yes

Section 4: Outcome from first review

In considering the evidence provided by the education provider as part of the initial submission, the visitors are not satisfied that there is sufficient evidence that our standards continued to be met at this time, and therefore require further evidence as noted below.

Further evidence required

In order to determine whether the standards continue to be met, the visitors require further evidence for the following standards for the reasons noted below.

We expect education providers to review the issues identified in this report, decide on any changes that they wish to make to programme(s), and then provide any further evidence to demonstrate how they meet the standards.

3.9 The resources to support student learning in all settings must effectively support the required learning and teaching activities of the programme.

Reason: From a review of the documentation entitled “Step Up/PG Diploma in Social Work 2018” the visitors noted that reference was made to the “College of Social Work” as the regulatory body. The education provider should be aware that The Health and Care Professions Council (HCPC) is the current regulator for social workers. Therefore, the documentation should be amended to reflect accurate information is provided in supporting students in all teaching and learning activities of the programme.

Suggested evidence: Amended documentation to reflect accurate HCPC requirements.

3.10 The learning resources, including IT facilities, must be appropriate to the curriculum and must be readily available to students and staff.

Reason: From a review of the annual review report form 2015-2016 and 2016-2017, the visitors noted that the access to library resources was problematic due to the location of the course. Electronic resources were provided to support learners but this

continued to be an issue for students on the programme. From the information provided, the visitors were not clear what the education provider has done to ensure that learning resources are readily available to all learners and staff members on the programme. As such, the education provider must demonstrate that learning resources are readily available to all students and staff members on the programme whilst ensuring that they are appropriate to the curriculum.

Suggested evidence: Evidence to demonstrate that resources are made available to learners and staff, which are appropriate to the curriculum.

Section 5: Visitors' recommendation

Considering the education provider's response to the request for further evidence set out in section 4, the visitors are satisfied that there is sufficient evidence that the standards continue to be met and recommend that the programme(s) remain approved.

This report, including the recommendation of the visitors, will be considered at the **23 August 2018** meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

Section 6: Future considerations for the programme(s)

We include this section to note areas that may need to be considered as part of future HCPC assessment processes. Education providers do not need to respond to these areas through this assessment, but should consider how to engage with the HCPC around these areas in the future, for example through the monitoring processes. When this programme is next assessed against our standards, visitors will have access to this report, and will consider this section when making their recommendation on continuing programme approval.

From the information provided in the annual review report form 2015-2016 and 2016-2017, the visitors noted that there are plans to increase the representative group of service users and carers to increase their involvement in the development of the programme. As such, the education provider should ensure they continue to maintain service user involvement in the programme. The visitors would like to see that this aspect is addressed in future submissions to ensure the standards continue to be met.

HCPC annual monitoring process report

Education provider	Sheffield Hallam University
Name of programme(s)	Diploma of Higher Education Operating Department Practice, Full time
Date submission received	31 May 2018
Case reference	CAS-12410-C6Z2C3

Contents

Section 1: Our regulatory approach.....	2
Section 2: Programme details.....	2
Section 3: Requirements to commence assessment.....	3
Section 4: Outcome from first review.....	3
Section 5: Visitors' recommendation	4

Executive Summary

We are the Health and Care Professions Council (HCPC), a regulator set up to protect the public. We set standards for education and training, professional knowledge and skills, conduct, performance and ethics; keep a register of professionals who meet those standards; approve programmes which professionals must complete before they can register with us; and take action when professionals on our Register do not meet our standards.

The following is a report on the annual monitoring process undertaken by the HCPC to ensure that programme(s) detailed in this report meet our standards of education and training (referred to through this report as 'our standards'). The report details the process itself, the evidence considered, and recommendations made regarding programme approval.

Section 1: Our regulatory approach

Our standards

We approve programmes that meet our education standards, which ensure individuals that complete the programmes meet proficiency standards. The proficiency standards set out what a registrant should know, understand and be able to do when they complete their education and training. The education standards are outcome focused, enabling education providers to deliver programmes in different ways, as long as individuals who complete the programme meet the relevant proficiency standards.

Programmes are normally [approved on an open-ended basis](#), subject to satisfactory engagement with our monitoring processes. Programmes we have approved are listed [on our website](#).

How we make our decisions

We make independent evidence based decisions about programme approval. For all assessments, we ensure that we have profession specific input in our decision making. In order to do this, we appoint [partner visitors](#) to undertake assessment of evidence presented through our processes. The visitors make recommendations to the Education and Training Committee (ETC).

The ETC make decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process reports. The Committee meets in public on a regular basis and their decisions are available to view [on our website](#).

HCPC panel

We always appoint at least one partner visitor from the profession (inclusive of modality and / or entitlement, where applicable) with which the assessment is concerned. We also ensure that visitors are supported in their assessment by a member of the HCPC executive team. Details of the HCPC panel for this assessment are as follows:

Gemma Quinn	Independent prescriber
Tony Scripps	Operating department practitioner
Tamara Wasylec	HCPC executive

Section 2: Programme details

Programme name	Diploma of Higher Education Operating Department Practice
Mode of study	FT (Full time)
Profession	Operating department practitioner
First intake	01 September 2002
Maximum learner cohort	Up to 62
Intakes per year	1
Assessment reference	AM07431

We undertook this assessment to consider whether the programme continued to meet our standards over the last two academic years. This assessment formed part of our regular monitoring required of programmes on a cyclical basis.

Section 3: Requirements to commence assessment

In order for us to progress with approval and monitoring assessments, we require certain evidence and information from education providers. The following is a list of evidence that we asked for through this process, and whether that evidence was provided. Education providers are also given the opportunity to include any further supporting evidence as part of their submission. Without a sufficient level of evidence, we need to consider whether we can proceed with the assessment. In this case, we decided that we were able to undertake our assessment with the evidence provided.

Required documentation	Submitted	Reason(s) for non-submission
HCPC annual monitoring audit form, including completed standards mapping	Yes	
Internal quality reports from the last two years	No	The internal quality report for 2016-17 was not submitted, but one for the BSc was submitted instead.
External examiner reports from the last two years	Yes	
Responses to external examiner reports from the last two years	No	The response to external examiner reports for 2015-16 were not submitted.

Section 4: Outcome from first review

In considering the evidence provided by the education provider as part of the initial submission, the visitors are not satisfied that there is sufficient evidence that our standards continued to be met at this time, and therefore require further evidence as noted below.

Further evidence required

In order to determine whether the standards continue to be met, the visitors require further evidence for the following standards for the reasons noted below.

We expect education providers to review the issues identified in this report, decide on any changes that they wish to make to programme(s), and then provide any further evidence to demonstrate how they meet the standards.

3.3 The programme must have regular monitoring and evaluation systems in place.

Reason: The visitors reviewed documentation that appeared to apply to both this programme and the approved BSc programme at the education provider, as such it was unclear at times which information related to which programme. The visitors noted that in the external examiner report for 2016 – 2017 the external examiner raised concerns about the weighting for the assessments on the programme. They stated that where a wide choice of media can be used to assess a module it may be difficult for a learner to know what is expected of them. The education provider responded to this comment to say that it will be used to further develop the assessment and marking criteria, however the visitors could not see how or when this would be implemented. Additionally, the

education provider did not submit a response to the external examiner's report for 2015-2016 or an internal quality report for 2017-2017. The education provider noted that they did not submit the second internal quality report because the programme has closed. However, the visitors are unclear whether that meant that the programme no longer accepted learners from 2016-2017. Therefore the visitors were unable to determine that the regular monitoring and evaluation systems are effective at ensuring the programme's effectiveness. As such, the visitors require further evidence of the effective monitoring and evaluation systems in place.

Suggested evidence: Evidence of how the further developments to assessment and marking criteria has been implemented, or the course improvement plan.

3.5 There must be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.

Reason: The visitors reviewed documentation that appeared to apply to both this programme and the approved BSc programme at the education provider, as such it was unclear at times which information related to which programme. The education provider made reference to a transition process whereby staff were taking extended leave and new staff were coming in to the team. The education provider stated that their plan was to "support staff by ensuring appropriate time is given for preparation and support" for delivery in 2017. However, the visitors did not have sight of the plan to ensure that there was an adequate number of staff in place to ensure the delivery of an effective programme over that period. As such, the visitors require further evidence which demonstrates how the education provider ensured that there was an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.

Suggested evidence: Evidence of the plan which was implemented to cover staff extended leave.

Section 5: Visitors' recommendation

Considering the education provider's response to the request for further evidence set out in section 4, the visitors are satisfied that there is sufficient evidence that the standards continue to be met and recommend that the programme(s) remain approved.

This report, including the recommendation of the visitors, will be considered at the 23 August 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	Sheffield Hallam University
Name of programme(s)	BSc (Hons) Operating Department Practice, Full time
Date of initial assessment	13 June 2018
Case reference	CAS-12603-X1V0C6

Contents

Section 1: Our regulatory approach.....	2
Section 2: Programme details.....	2
Section 3: Requirements to commence assessment.....	3
Section 4: Outcome from first review.....	3
Section 5: Visitors' recommendation	4

Executive Summary

We are the Health and Care Professions Council (HCPC), a regulator set up to protect the public. We set standards for education and training, professional knowledge and skills, conduct, performance and ethics; keep a register of professionals who meet those standards; approve programmes which professionals must complete before they can register with us; and take action when professionals on our Register do not meet our standards.

The following is a report on the annual monitoring process undertaken by the HCPC to ensure that programme(s) detailed in this report meet our standards of education and training (referred to through this report as 'our standards'). The report details the process itself, the evidence considered, and recommendations made regarding programme approval.

Section 1: Our regulatory approach

Our standards

We approve programmes that meet our education standards, which ensure individuals that complete the programmes meet proficiency standards. The proficiency standards set out what a registrant should know, understand and be able to do when they complete their education and training. The education standards are outcome focused, enabling education providers to deliver programmes in different ways, as long as individuals who complete the programme meet the relevant proficiency standards.

Programmes are normally [approved on an open-ended basis](#), subject to satisfactory engagement with our monitoring processes. Programmes we have approved are listed [on our website](#).

How we make our decisions

We make independent evidence based decisions about programme approval. For all assessments, we ensure that we have profession specific input in our decision making. In order to do this, we appoint [partner visitors](#) to undertake assessment of evidence presented through our processes. The visitors make recommendations to the Education and Training Committee (ETC).

The ETC make decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process reports. The Committee meets in public on a regular basis and their decisions are available to view [on our website](#).

HCPC panel

We always appoint at least one partner visitor from the profession (inclusive of modality and / or entitlement, where applicable) with which the assessment is concerned. We also ensure that visitors are supported in their assessment by a member of the HCPC executive team. Details of the HCPC panel for this assessment are as follows:

Gemma Quinn	Independent prescriber
Tony Scripps	Operating department practitioner
Tamara Wasylec	HCPC executive

Section 2: Programme details

Programme name	BSc (Hons) Operating Department Practice
Mode of study	FT (Full time)
Profession	Operating department practitioner
First intake	01 September 2015
Maximum learner cohort	Up to 70
Intakes per year	1
Assessment reference	AM07444

We undertook this assessment to consider whether the programme continued to meet our standards over the last two academic years. This assessment formed part of our regular monitoring required of programmes on a cyclical basis.

Section 3: Requirements to commence assessment

In order for us to progress with approval and monitoring assessments, we require certain evidence and information from education providers. The following is a list of evidence that we asked for through this process, and whether that evidence was provided. Education providers are also given the opportunity to include any further supporting evidence as part of their submission. Without a sufficient level of evidence, we need to consider whether we can proceed with the assessment. In this case, we decided that we were able to undertake our assessment with the evidence provided.

Required documentation	Submitted
HCPC annual monitoring audit form, including completed standards mapping	Yes
Internal quality reports from the last two years	Yes
External examiner reports from the last two years	Yes
Responses to external examiner reports from the last two years	Yes

Section 4: Outcome from first review

In considering the evidence provided by the education provider as part of the initial submission, the visitors are not satisfied that there is sufficient evidence that our standards continued to be met at this time, and therefore require further evidence as noted below.

Further evidence required

In order to determine whether the standards continue to be met, the visitors require further evidence for the following standards for the reasons noted below.

We expect education providers to review the issues identified in this report, decide on any changes that they wish to make to programme(s), and then provide any further evidence to demonstrate how they meet the standards.

3.3 The programme must have regular monitoring and evaluation systems in place.

Reason: The visitors reviewed documentation that appeared to apply to both this programme and the approved DipHE programme at the education provider, as such it was unclear at times which information related to which programme. The visitors noted that in the external examiner report for 2016 – 2017 the external examiner raised concerns about the weighting for the assessments on the programme. They stated that where a wide choice of media can be used to assess a module it may be difficult for a learner to know what is expected of them. The education provider responded to this comment to say that it will be used to further develop the assessment and marking criteria, however the visitors could not see how or when this would be implemented. In particular, the visitors noted that it was not featured within the “Course improvement plan 2016-2017”. Additionally, the education provider did not submit a response to the external examiner’s report for 2015-2016. Therefore the visitors were unable to

determine that the regular monitoring and evaluation systems are effective at ensuring the programme's effectiveness. As such, the visitors require further evidence of the effective monitoring and evaluation systems in place.

Suggested evidence: Evidence of how the further developments to assessment and marking criteria has been implemented, or the course improvement plan.

3.5 There must be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.

Reason: The visitors reviewed documentation that appeared to apply to both this programme and the approved BSc programme at the education provider, as such it was unclear at times which information related to which programme. The education provider made reference to a transition process whereby staff were taking extended leave and new staff were coming in to the team. The education provider stated that their plan was to "support staff by ensuring appropriate time is given for preparation and support" for delivery in 2017. However, the visitors did not have sight of the plan to ensure that there was an adequate number of staff in place to ensure the delivery of an effective programme over that period. As such, the visitors require further evidence which demonstrates how the education provider ensured that there was an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.

Suggested evidence: Evidence of the plan which was implemented to cover staff extended leave.

Section 5: Visitors' recommendation

Considering the education provider's response to the request for further evidence set out in section 4, the visitors are satisfied that there is sufficient evidence that the standards continue to be met and recommend that the programme(s) remain approved.

This report, including the recommendation of the visitors, will be considered at the 23 August 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	Sheffield Hallam University
Name of programme(s)	MSc Physiotherapy (pre-registration), Full time accelerated
Date submission received	31 May 2018
Case reference	CAS-12414-R2X6J6

Contents

Section 1: Our regulatory approach.....	2
Section 2: Programme details.....	2
Section 3: Requirements to commence assessment.....	3
Section 4: Visitors' recommendation	3

Executive Summary

We are the Health and Care Professions Council (HCPC), a regulator set up to protect the public. We set standards for education and training, professional knowledge and skills, conduct, performance and ethics; keep a register of professionals who meet those standards; approve programmes which professionals must complete before they can register with us; and take action when professionals on our Register do not meet our standards.

The following is a report on the annual monitoring process undertaken by the HCPC to ensure that programme(s) detailed in this report meet our standards of education and training (referred to through this report as 'our standards'). The report details the process itself, the evidence considered, and recommendations made regarding programme approval.

Section 1: Our regulatory approach

Our standards

We approve programmes that meet our education standards, which ensure individuals that complete the programmes meet proficiency standards. The proficiency standards set out what a registrant should know, understand and be able to do when they complete their education and training. The education standards are outcome focused, enabling education providers to deliver programmes in different ways, as long as individuals who complete the programme meet the relevant proficiency standards.

Programmes are normally [approved on an open-ended basis](#), subject to satisfactory engagement with our monitoring processes. Programmes we have approved are listed [on our website](#).

How we make our decisions

We make independent evidence based decisions about programme approval. For all assessments, we ensure that we have profession specific input in our decision making. In order to do this, we appoint [partner visitors](#) to undertake assessment of evidence presented through our processes. The visitors make recommendations to the Education and Training Committee (ETC).

The ETC make decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process reports. The Committee meets in public on a regular basis and their decisions are available to view [on our website](#).

HCPC panel

We always appoint at least one partner visitor from the profession (inclusive of modality and / or entitlement, where applicable) with which the assessment is concerned. We also ensure that visitors are supported in their assessment by a member of the HCPC executive team. Details of the HCPC panel for this assessment are as follows:

James McManus	Practitioner psychologist - Clinical psychologist
Fleur Kitsell	Physiotherapist
Mandy Hargood	HCPC executive

Section 2: Programme details

Programme name	MSc Physiotherapy (pre-registration)
Mode of study	FTA (Full time accelerated)
Profession	Physiotherapist
First intake	01 January 2017
Maximum learner cohort	Up to 25
Intakes per year	1
Assessment reference	AM07445

We undertook this assessment to consider whether the programme continued to meet our standards over the last two academic years. This assessment formed part of our regular monitoring required of programmes on a cyclical basis.

Section 3: Requirements to commence assessment

In order for us to progress with approval and monitoring assessments, we require certain evidence and information from education providers. The following is a list of evidence that we asked for through this process, and whether that evidence was provided. Education providers are also given the opportunity to include any further supporting evidence as part of their submission. Without a sufficient level of evidence, we need to consider whether we can proceed with the assessment. In this case, we decided that we were able to undertake our assessment with the evidence provided.

Required documentation	Submitted	Reason(s) for non-submission
HCPC annual monitoring audit form, including completed standards mapping	Yes	
Internal quality reports from the last two years	No	This programme has only run for one year since approval and so only one report has been provided.
External examiner reports from the last two years	No	This programme has only run for one year since approval and so only one report has been provided.
Responses to external examiner reports from the last two years	No	This programme has only run for one year since approval and so only one report has been provided.

Section 4: Visitors' recommendation

In considering the evidence provided by the education provider as part of the initial submission, the visitors were satisfied that there is sufficient evidence that our standards continue to be met, and therefore recommend that the programme(s) remain approved.

This report, including the recommendation of the visitors, will be considered at the 23 August 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	Tavistock and Portman NHS Foundation Trust
Validating body	University of Essex
Name of programme(s)	Doctorate in Child, Community and Educational Psychology (D.Ch.Ed.Psych.), Full time
Date submission received	09 July 2018
Case reference	CAS-12417-T7T8R0

Contents

Section 1: Our regulatory approach.....	2
Section 2: Programme details.....	2
Section 3: Requirements to commence assessment.....	3
Section 4: Outcome from first review.....	3
Section 5: Visitors’ recommendation	4
Section 6: Future considerations for the programme(s).....	4

Executive Summary

We are the Health and Care Professions Council (HCPC), a regulator set up to protect the public. We set standards for education and training, professional knowledge and skills, conduct, performance and ethics; keep a register of professionals who meet those standards; approve programmes which professionals must complete before they can register with us; and take action when professionals on our Register do not meet our standards.

The following is a report on the annual monitoring process undertaken by the HCPC to ensure that programme(s) detailed in this report meet our standards of education and training (referred to through this report as ‘our standards’). The report details the process itself, the evidence considered, and recommendations made regarding programme approval.

Through undertaking this process, we have noted areas that may need to be considered as part of future HCPC assessment processes in section 6 of this report.

Section 1: Our regulatory approach

Our standards

We approve programmes that meet our education standards, which ensure individuals that complete the programmes meet proficiency standards. The proficiency standards set out what a registrant should know, understand and be able to do when they complete their education and training. The education standards are outcome focused, enabling education providers to deliver programmes in different ways, as long as individuals who complete the programme meet the relevant proficiency standards.

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How we make our decisions

We make independent evidence based decisions about programme approval. For all assessments, we ensure that we have profession specific input in our decision making. In order to do this, we appoint [partner visitors](#) to undertake assessment of evidence presented through our processes. The visitors make recommendations to the Education and Training Committee (ETC).

The ETC make decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process reports. The Committee meets in public on a regular basis and their decisions are available to view [on our website](#).

HCPC panel

We always appoint at least one partner visitor from the profession (inclusive of modality and / or entitlement, where applicable) with which the assessment is concerned. We also ensure that visitors are supported in their assessment by a member of the HCPC executive team. Details of the HCPC panel for this assessment are as follows:

Lisa Marks Woolfson	Practitioner psychologist - Educational psychologist
Lynda Kelly	Social worker (Approved mental health professional)
Eloise O'Connell	HCPC executive

Section 2: Programme details

Programme name	Doctorate in Child, Community and Educational Psychology (D.Ch.Ed.Psych.)
Mode of study	FT (Full time)
Profession	Practitioner psychologist
Modality	Educational psychologist
First intake	01 January 2005
Maximum learner cohort	Up to 10
Intakes per year	1
Assessment reference	AM07458

We undertook this assessment to consider whether the programme continued to meet our standards over the last two academic years. This assessment formed part of our regular monitoring required of programmes on a cyclical basis.

Section 3: Requirements to commence assessment

In order for us to progress with approval and monitoring assessments, we require certain evidence and information from education providers. The following is a list of evidence that we asked for through this process, and whether that evidence was provided. Education providers are also given the opportunity to include any further supporting evidence as part of their submission. Without a sufficient level of evidence, we need to consider whether we can proceed with the assessment. In this case, we decided that we were able to undertake our assessment with the evidence provided.

Required documentation	Submitted
HCPG annual monitoring audit form, including completed standards mapping	Yes
Internal quality reports from the last two years	Yes
External examiner reports from the last two years	Yes
Responses to external examiner reports from the last two years	Yes

Section 4: Outcome from first review

In considering the evidence provided by the education provider as part of the initial submission, the visitors are not satisfied that there is sufficient evidence that our standards continued to be met at this time, and therefore require further evidence as noted below.

Further evidence required

In order to determine whether the standards continue to be met, the visitors require further evidence for the following standards for the reasons noted below.

We expect education providers to review the issues identified in this report, decide on any changes that they wish to make to programme(s), and then provide any further evidence to demonstrate how they meet the standards.

3.8 The resources to support student learning in all settings must be effectively used.

3.10 The learning resources, including IT facilities, must be appropriate to the curriculum and must be readily available to students and staff.

3.11 There must be adequate and accessible facilities to support the welfare and wellbeing of students in all settings.

Reason: In the external examiner report for 2015 -16 academic year the visitors read that there had been some changes to administrative procedures that have caused some

difficulties for staff and learners, and that as a consequence to administrative staffing and procedures, the external examiner was not able to attend the Board of Examiners meeting. In the 'Annual Review of Courses' document for the 2016- 17 year, the visitors read that "there is substantial reorganisation underway at the Tavistock but the course has experienced significant difficulties with more negative outcomes". In the stakeholders meeting minutes document for 2017, the visitors noted learner feedback that highlighted administration difficulties they have experienced. The visitors note that the education provider did not indicate there were any changes on the SETs mapping form for this audit, and therefore were not clear what changes were made, or how this may impact on standards such as 3.8, 3.10 and 3.11. From the information provided, the visitors were not clear what plans the education provider has in place to manage the changes and the difficulties that have been noted as a result of those changes. As such, the visitors require further information about the changes that have been identified in the audit submission, and what plans the education provider has in place to ensure that there continue to be adequate resources to support student learning in all settings.

Suggested evidence: Further information about the changes identified in the audit submission, and information to demonstrate what plans the education provider has in place to manage those changes.

Section 5: Visitors' recommendation

Considering the education provider's response to the request for further evidence set out in section 4, the visitors are satisfied that there is sufficient evidence that the standards continue to be met and recommend that the programme(s) remain approved.

This report, including the recommendation of the visitors, will be considered at the 23 August 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

Section 6: Future considerations for the programme(s)

We include this section to note areas that may need to be considered as part of future HCPC assessment processes. Education providers do not need to respond to these areas through this assessment, but should consider how to engage with the HCPC around these areas in the future, for example through the monitoring processes. When this programme is next assessed against our standards, visitors will have access to this report, and will consider this section when making their recommendation on continuing programme approval.

In the audit submission, the stakeholder meeting minutes for 2017 identify that the programme will be moving location in the future. The visitors read that in response to feedback regarding the common room that the Course Director advised learners "we are moving to a new location soon". The visitors did not see any other information in the audit submission that indicates a move of the programme. When the education provider does move to a new location, they should notify the HCPC through the monitoring process, and consider how they will demonstrate they continue to meet the standards in relation to resourcing. The visitors who next review the programme should consider whether this move has occurred and if so, how the programme continues to meet the standards relating to resources.

HCPC annual monitoring process report

Education provider	University of South Wales
Name of programme(s)	MA Music Therapy, Part time
Date of initial assessment	16 January 2018
Case reference	CAS-12566-P9J3V6

Contents

Section 1: Our regulatory approach.....	2
Section 2: Programme details.....	2
Section 3: Requirements to commence assessment.....	3
Section 4: Outcome from first review.....	3
Section 5: Visitors' recommendation	4
Section 6: Future considerations for the programme(s).....	4

Executive Summary

We are the Health and Care Professions Council (HCPC), a regulator set up to protect the public. We set standards for education and training, professional knowledge and skills, conduct, performance and ethics; keep a register of professionals who meet those standards; approve programmes which professionals must complete before they can register with us; and take action when professionals on our Register do not meet our standards.

The following is a report on the annual monitoring process undertaken by the HCPC to ensure that programme(s) detailed in this report meet our standards of education and training (referred to through this report as 'our standards'). The report details the process itself, the evidence considered, and recommendations made regarding programme approval.

Through undertaking this process, we have noted areas that may need to be considered as part of future HCPC assessment processes in section 6 of this report.

Section 1: Our regulatory approach

Our standards

We approve programmes that meet our education standards, which ensure individuals that complete the programmes meet proficiency standards. The proficiency standards set out what a registrant should know, understand and be able to do when they complete their education and training. The education standards are outcome focused, enabling education providers to deliver programmes in different ways, as long as individuals who complete the programme meet the relevant proficiency standards.

Programmes are normally [approved on an open-ended basis](#), subject to satisfactory engagement with our monitoring processes. Programmes we have approved are listed [on our website](#).

How we make our decisions

We make independent evidence based decisions about programme approval. For all assessments, we ensure that we have profession specific input in our decision making. In order to do this, we appoint [partner visitors](#) to undertake assessment of evidence presented through our processes. The visitors make recommendations to the Education and Training Committee (ETC).

The ETC make decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process reports. The Committee meets in public on a regular basis and their decisions are available to view [on our website](#).

HCPC panel

We always appoint at least one partner visitor from the profession (inclusive of modality and / or entitlement, where applicable) with which the assessment is concerned. We also ensure that visitors are supported in their assessment by a member of the HCPC executive team. Details of the HCPC panel for this assessment are as follows:

Elaine Streeter	Arts therapist - Music therapist
Julie Allan	Arts therapist - Art therapist
Niall Gooch	HCPC executive

Section 2: Programme details

Programme name	MA Music Therapy
Mode of study	PT (Part time)
Profession	Arts therapist
Modality	Music therapist
First intake	01 September 2013
Maximum learner cohort	Up to 8
Intakes per year	1
Assessment reference	AM07497

We undertook this assessment to consider whether the programme continued to meet our standards over the last two academic years. This assessment formed part of our regular monitoring required of programmes on a cyclical basis.

Section 3: Requirements to commence assessment

In order for us to progress with approval and monitoring assessments, we require certain evidence and information from education providers. The following is a list of evidence that we asked for through this process, and whether that evidence was provided. Education providers are also given the opportunity to include any further supporting evidence as part of their submission. Without a sufficient level of evidence, we need to consider whether we can proceed with the assessment. In this case, we decided that we were able to undertake our assessment with the evidence provided.

Required documentation	Submitted
HCPC annual monitoring audit form, including completed standards mapping	Yes
Internal quality reports from the last two years	Yes
External examiner reports from the last two years	Yes
Responses to external examiner reports from the last two years	Yes

Section 4: Outcome from first review

In considering the evidence provided by the education provider as part of the initial submission, the visitors are not satisfied that there is sufficient evidence that our standards continued to be met at this time, and therefore require further evidence as noted below.

Further evidence required

In order to determine whether the standards continue to be met, the visitors require further evidence for the following standards for the reasons noted below.

We expect education providers to review the issues identified in this report, decide on any changes that they wish to make to programme(s), and then provide any further evidence to demonstrate how they meet the standards.

3.2 The programme must be effectively managed.

Reason: The visitors were able to view a mapping document as part of the audit submission. Under standard of education and training (SET) 5.1, this document refers to a “growing course cohort”. The visitors were not able to see any further information about this growth in learner numbers in the submission, and from their review of the context pack it did not appear that the education provider had notified the HCPC about an increase in cohort size during the last two academic years, 2015-16 and 2016-17. The programme is currently approved by the HCPC for 8 learners per cohort. The visitors considered that if there had been an increase in learner numbers this might affect the programme’s ability to meet a number of the HCPC SETs, and in the absence of clear information about such an increase they were unable to make an informed judgment about whether the programme continued to meet the standards.

Suggested evidence: Further evidence clarifying whether there has been an increase in cohort size in the last two academic years, and if so how the education provider ensured that the programme remained able to meet the SETs with the new cohort size.

6.6 There must be effective monitoring and evaluation mechanisms in place to ensure appropriate standards in the assessment.

Reason: The visitors reviewed the external examiners' reports for the programme. They were not clear how the education provider was able to make effective use of input from the external examiner. The visitors considered that the lack of detail in the reports, perhaps due to limitations of format, might result in the education provider not receiving an appropriate level of detailed evaluation of the programme. As a result, it was not clear to the visitors that this form of evaluation was effective, nor that comments from external examiners were being used appropriately to develop and improve the programme, and so they were not able to be sure that the standard was met.

Suggested evidence: Further evidence demonstrating how the education provider ensures that feedback from external examiners is useful and relevant, and how such feedback is incorporated into the programme.

Section 5: Visitors' recommendation

Considering the education provider's response to the request for further evidence set out in section 4, the visitors are satisfied that there is sufficient evidence that the standards continue to be met and recommend that the programme(s) remain approved.

This report, including the recommendation of the visitors, will be considered at the 23 August 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

Section 6: Future considerations for the programme(s)

We include this section to note areas that may need to be considered as part of future HCPC assessment processes. Education providers do not need to respond to these areas through this assessment, but should consider how to engage with the HCPC around these areas in the future, for example through the monitoring processes. When this programme is next assessed against our standards, visitors will have access to this report, and will consider this section when making their recommendation on continuing programme approval.

The education provider has stated that they may increase learner numbers in future. Visitors in future monitoring processes may wish to consider whether the education provider has carried out this intention and if so how it impacts upon the programme's ability to meet the standards.

HCPC annual monitoring process report

Education provider	University of Wolverhampton
Name of programme(s)	BA (Hons) Social Work, Full time
Date submission received	02 July 2018
Case reference	CAS-12435-Y1P9T2

Contents

Section 1: Our regulatory approach.....	2
Section 2: Programme details.....	2
Section 3: Requirements to commence assessment.....	3
Section 4: Visitors' recommendation	3

Executive Summary

We are the Health and Care Professions Council (HCPC), a regulator set up to protect the public. We set standards for education and training, professional knowledge and skills, conduct, performance and ethics; keep a register of professionals who meet those standards; approve programmes which professionals must complete before they can register with us; and take action when professionals on our Register do not meet our standards.

The following is a report on the annual monitoring process undertaken by the HCPC to ensure that programme(s) detailed in this report meet our standards of education and training (referred to through this report as 'our standards'). The report details the process itself, the evidence considered, and recommendations made regarding programme approval.

Section 1: Our regulatory approach

Our standards

We approve programmes that meet our education standards, which ensure individuals that complete the programmes meet proficiency standards. The proficiency standards set out what a registrant should know, understand and be able to do when they complete their education and training. The education standards are outcome focused, enabling education providers to deliver programmes in different ways, as long as individuals who complete the programme meet the relevant proficiency standards.

Programmes are normally [approved on an open-ended basis](#), subject to satisfactory engagement with our monitoring processes. Programmes we have approved are listed [on our website](#).

How we make our decisions

We make independent evidence based decisions about programme approval. For all assessments, we ensure that we have profession specific input in our decision making. In order to do this, we appoint [partner visitors](#) to undertake assessment of evidence presented through our processes. The visitors make recommendations to the Education and Training Committee (ETC).

The ETC make decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process reports. The Committee meets in public on a regular basis and their decisions are available to view [on our website](#).

HCPC panel

We always appoint at least one partner visitor from the profession (inclusive of modality and / or entitlement, where applicable) with which the assessment is concerned. We also ensure that visitors are supported in their assessment by a member of the HCPC executive team. Details of the HCPC panel for this assessment are as follows:

Lisa Marks Woolfson	Practitioner psychologist - Educational psychologist
Lynda Kelly	Social worker (Approved mental health professional)
Eloise O'Connell	HCPC executive

Section 2: Programme details

Programme name	BA (Hons) Social Work
Mode of study	FT (Full time)
Profession	Social worker in England
First intake	01 August 2003
Maximum learner cohort	Up to 60
Intakes per year	1
Assessment reference	AM07514

We undertook this assessment to consider whether the programme continued to meet our standards over the last two academic years. This assessment formed part of our regular monitoring required of programmes on a cyclical basis.

Section 3: Requirements to commence assessment

In order for us to progress with approval and monitoring assessments, we require certain evidence and information from education providers. The following is a list of evidence that we asked for through this process, and whether that evidence was provided. Education providers are also given the opportunity to include any further supporting evidence as part of their submission. Without a sufficient level of evidence, we need to consider whether we can proceed with the assessment. In this case, we decided that we were able to undertake our assessment with the evidence provided.

Required documentation	Submitted
HCPC annual monitoring audit form, including completed standards mapping	Yes
Internal quality reports from the last two years	Yes
External examiner reports from the last two years	Yes
Responses to external examiner reports from the last two years	Yes

Section 4: Visitors' recommendation

In considering the evidence provided by the education provider as part of the initial submission, the visitors were satisfied that there is sufficient evidence that our standards continue to be met, and therefore recommend that the programme(s) remain approved.

This report, including the recommendation of the visitors, will be considered at the 23 August 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	University of Wolverhampton
Name of programme(s)	MA Social Work, Full time PG Diploma Social Work (Masters Exit Route Only), Full time
Date submission received	02 July 2018
Case reference	CAS-12598-V2W1J9

Contents

Section 1: Our regulatory approach.....	2
Section 2: Programme details.....	2
Section 3: Requirements to commence assessment.....	3
Section 4: Visitors’ recommendation	3

Executive Summary

We are the Health and Care Professions Council (HCPC), a regulator set up to protect the public. We set standards for education and training, professional knowledge and skills, conduct, performance and ethics; keep a register of professionals who meet those standards; approve programmes which professionals must complete before they can register with us; and take action when professionals on our Register do not meet our standards.

The following is a report on the annual monitoring process undertaken by the HCPC to ensure that programme(s) detailed in this report meet our standards of education and training (referred to through this report as ‘our standards’). The report details the process itself, the evidence considered, and recommendations made regarding programme approval.

Section 1: Our regulatory approach

Our standards

We approve programmes that meet our education standards, which ensure individuals that complete the programmes meet proficiency standards. The proficiency standards set out what a registrant should know, understand and be able to do when they complete their education and training. The education standards are outcome focused, enabling education providers to deliver programmes in different ways, as long as individuals who complete the programme meet the relevant proficiency standards.

Programmes are normally [approved on an open-ended basis](#), subject to satisfactory engagement with our monitoring processes. Programmes we have approved are listed [on our website](#).

How we make our decisions

We make independent evidence based decisions about programme approval. For all assessments, we ensure that we have profession specific input in our decision making. In order to do this, we appoint [partner visitors](#) to undertake assessment of evidence presented through our processes. The visitors make recommendations to the Education and Training Committee (ETC).

The ETC make decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process reports. The Committee meets in public on a regular basis and their decisions are available to view [on our website](#).

HCPC panel

We always appoint at least one partner visitor from the profession (inclusive of modality and / or entitlement, where applicable) with which the assessment is concerned. We also ensure that visitors are supported in their assessment by a member of the HCPC executive team. Details of the HCPC panel for this assessment are as follows:

Lisa Marks Woolfson	Practitioner psychologist - Educational psychologist
Lynda Kelly	Social worker (Approved mental health professional)
Eloise O'Connell	HCPC executive

Section 2: Programme details

Programme name	MA Social Work
Mode of study	FT (Full time)
Profession	Social worker in England
First intake	01 July 2006
Maximum learner cohort	Up to 15
Intakes per year	1
Assessment reference	AM07516

Programme name	PG Diploma Social Work (Masters Exit Route Only)
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Mode of study	FT (Full time)
Profession	Social worker in England
First intake	01 July 2006
Maximum learner cohort	Up to 15
Intakes per year	1
Assessment reference	AM07518

We undertook this assessment to consider whether the programme continued to meet our standards over the last two academic years. This assessment formed part of our regular monitoring required of programmes on a cyclical basis.

Section 3: Requirements to commence assessment

In order for us to progress with approval and monitoring assessments, we require certain evidence and information from education providers. The following is a list of evidence that we asked for through this process, and whether that evidence was provided. Education providers are also given the opportunity to include any further supporting evidence as part of their submission. Without a sufficient level of evidence, we need to consider whether we can proceed with the assessment. In this case, we decided that we were able to undertake our assessment with the evidence provided.

Required documentation	Submitted
HCPC annual monitoring audit form, including completed standards mapping	Yes
Internal quality reports from the last two years	Yes
External examiner reports from the last two years	Yes
Responses to external examiner reports from the last two years	Yes

Section 4: Visitors' recommendation

In considering the evidence provided by the education provider as part of the initial submission, the visitors were satisfied that there is sufficient evidence that our standards continue to be met, and therefore recommend that the programme(s) remain approved.

This report, including the recommendation of the visitors, will be considered at the 23 August 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	University of Wolverhampton
Name of programme(s)	Post Graduate Certificate in Mental Health Practice for Approved Mental Health Professionals, Part time Advanced University Diploma in Mental Health Practice for Approved Mental Health Professionals, Part time
Date submission received	02 July 2018
Case reference	CAS-12599-D2Z1X4

Contents

Section 1: Our regulatory approach.....	2
Section 2: Programme details.....	2
Section 3: Requirements to commence assessment.....	3
Section 4: Visitors’ recommendation	3

Executive Summary

We are the Health and Care Professions Council (HCPC), a regulator set up to protect the public. We set standards for education and training, professional knowledge and skills, conduct, performance and ethics; keep a register of professionals who meet those standards; approve programmes which professionals must complete before they can register with us; and take action when professionals on our Register do not meet our standards.

The following is a report on the annual monitoring process undertaken by the HCPC to ensure that programme(s) detailed in this report meet our approval criteria for approved mental health professional (AMHP) programmes (referred to through this report as ‘our standards’). The report details the process itself, the evidence considered, and recommendations made regarding programme approval.

Section 1: Our regulatory approach

Our standards

We approve programmes that meet our education standards, which ensure individuals that complete the programmes meet proficiency standards. The proficiency standards set out what a registrant should know, understand and be able to do when they complete their education and training. The education standards are outcome focused, enabling education providers to deliver programmes in different ways, as long as individuals who complete the programme meet the relevant proficiency standards.

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How we make our decisions

We make independent evidence based decisions about programme approval. For all assessments, we ensure that we have profession specific input in our decision making. In order to do this, we appoint [partner visitors](#) to undertake assessment of evidence presented through our processes. The visitors make recommendations to the Education and Training Committee (ETC).

The ETC make decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process reports. The Committee meets in public on a regular basis and their decisions are available to view [on our website](#).

HCPC panel

We always appoint at least one partner visitor from the profession (inclusive of modality and / or entitlement, where applicable) with which the assessment is concerned. We also ensure that visitors are supported in their assessment by a member of the HCPC executive team. Details of the HCPC panel for this assessment are as follows:

Lisa Marks Woolfson	Practitioner psychologist - Educational psychologist
Lynda Kelly	Social worker (Approved mental health professional)
Eloise O'Connell	HCPC executive

Section 2: Programme details

Programme name	Post Graduate Certificate in Mental Health Practice for Approved Mental Health Professionals
Mode of study	PT (Part time)
Entitlement	Approved mental health professional
First intake	01 June 2016
Maximum learner cohort	Up to 8
Intakes per year	1
Assessment reference	AM07521

Programme name	Advanced University Diploma in Mental Health Practice for Approved Mental Health Professionals
Mode of study	PT (Part time)
Entitlement	Approved mental health professional
First intake	01 June 2016
Maximum learner cohort	Up to 7
Intakes per year	1
Assessment reference	AM07523

We undertook this assessment to consider whether the programme continued to meet our standards over the last two academic years. This assessment formed part of our regular monitoring required of programmes on a cyclical basis.

Section 3: Requirements to commence assessment

In order for us to progress with approval and monitoring assessments, we require certain evidence and information from education providers. The following is a list of evidence that we asked for through this process, and whether that evidence was provided. Education providers are also given the opportunity to include any further supporting evidence as part of their submission. Without a sufficient level of evidence, we need to consider whether we can proceed with the assessment. In this case, we decided that we were able to undertake our assessment with the evidence provided.

Required documentation	Submitted	Reason(s) for non-submission
HCPC annual monitoring audit form, including completed standards mapping	Yes	
Internal quality reports from the last two years	No	The programmes were first approved in June 2016, however did not recruit any learners for 2016 – 17 academic year. The education provider has recruited learners for the 2017 – 18 year and will have external examiner reports that will be submitted as part of the 2018 – 19 annual monitoring.
External examiner reports from the last two years	No	As above
Responses to external examiner reports from the last two years	No	As above

Section 4: Visitors' recommendation

In considering the evidence provided by the education provider as part of the initial submission, the visitors were satisfied that there is sufficient evidence that our

standards continue to be met, and therefore recommend that the programme(s) remain approved.

This report, including the recommendation of the visitors, will be considered at the 23 August 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	University of Wolverhampton
Name of programme(s)	BSc (Hons) Physiotherapy, Full time
Date of initial assessment	13 June 2018
Case reference	CAS-12439-V1Y8H4

Contents

Section 1: Our regulatory approach.....	2
Section 2: Programme details.....	2
Section 3: Requirements to commence assessment.....	3
Section 4: Outcome from first review.....	3
Section 5: Visitors' recommendation	4

Executive Summary

We are the Health and Care Professions Council (HCPC), a regulator set up to protect the public. We set standards for education and training, professional knowledge and skills, conduct, performance and ethics; keep a register of professionals who meet those standards; approve programmes which professionals must complete before they can register with us; and take action when professionals on our Register do not meet our standards.

The following is a report on the annual monitoring process undertaken by the HCPC to ensure that programme(s) detailed in this report meet our standards of education and training (referred to through this report as 'our standards'). The report details the process itself, the evidence considered, and recommendations made regarding programme approval.

Section 1: Our regulatory approach

Our standards

We approve programmes that meet our education standards, which ensure individuals that complete the programmes meet proficiency standards. The proficiency standards set out what a registrant should know, understand and be able to do when they complete their education and training. The education standards are outcome focused, enabling education providers to deliver programmes in different ways, as long as individuals who complete the programme meet the relevant proficiency standards.

Programmes are normally [approved on an open-ended basis](#), subject to satisfactory engagement with our monitoring processes. Programmes we have approved are listed [on our website](#).

How we make our decisions

We make independent evidence based decisions about programme approval. For all assessments, we ensure that we have profession specific input in our decision making. In order to do this, we appoint [partner visitors](#) to undertake assessment of evidence presented through our processes. The visitors make recommendations to the Education and Training Committee (ETC).

The ETC make decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process reports. The Committee meets in public on a regular basis and their decisions are available to view [on our website](#).

HCPC panel

We always appoint at least one partner visitor from the profession (inclusive of modality and / or entitlement, where applicable) with which the assessment is concerned. We also ensure that visitors are supported in their assessment by a member of the HCPC executive team. Details of the HCPC panel for this assessment are as follows:

Amanda Fitchett	Social worker
Valerie Maehle	Physiotherapist
Shaista Ahmad	HCPC executive

Section 2: Programme details

Programme name	BSc (Hons) Physiotherapy
Mode of study	FT (Full time)
Profession	Physiotherapist
First intake	01 September 2017
Maximum learner cohort	Up to 30
Intakes per year	1
Assessment reference	AM07522

We undertook this assessment to consider whether the programme continued to meet our standards over the last two academic years. This assessment formed part of our regular monitoring required of programmes on a cyclical basis.

Section 3: Requirements to commence assessment

In order for us to progress with approval and monitoring assessments, we require certain evidence and information from education providers. The following is a list of evidence that we asked for through this process, and whether that evidence was provided. Education providers are also given the opportunity to include any further supporting evidence as part of their submission. Without a sufficient level of evidence, we need to consider whether we can proceed with the assessment. In this case, we decided that we were able to undertake our assessment with the evidence provided.

Required documentation	Submitted	Reason(s) for non-submission
HCPC annual monitoring audit form, including completed standards mapping	Yes	
Internal quality reports from the last two years	No	This was not provided in the submission for both academic years 2015-2016 and 2016-2017 no explanation was given for this.
External examiner reports from the last two years	No	This was not provided in the submission for both academic years 2015-2016 and 2016-2017 no explanation was given for this.
Responses to external examiner reports from the last two years	No	This was not provided in the submission for both academic years 2015-2016 and 2016-2017 no explanation was given for this.

Section 4: Outcome from first review

In considering the evidence provided by the education provider as part of the initial submission, the visitors are not satisfied that there is sufficient evidence that our standards continued to be met at this time, and therefore require further evidence as noted below.

Further evidence required

In order to determine whether the standards continue to be met, the visitors require further evidence for the following standards for the reasons noted below.

We expect education providers to review the issues identified in this report, decide on any changes that they wish to make to programme(s), and then provide any further evidence to demonstrate how they meet the standards.

3.3 The programme must have regular monitoring and evaluation systems in place.

Reason: From the information provided the visitors noted that external examiners reports, responses to external examiner reports and internal quality reports for the academic years 2015 - 2016 and 2016 - 2017 were not provided in the documentation. Without these key required documents, the visitors were unable to determine how the education provider evaluates the programme's effectiveness. The visitors therefore require the documents noted above, in order to determine that the programme continues to have regular monitoring and evaluation systems in place.

Suggested evidence: Documentation to demonstrate monitoring and evaluation systems are in place for the academic years 2015-2016 and 2016-2017.

Section 5: Visitors' recommendation

Considering the education provider's response to the request for further evidence set out in section 4, the visitors are satisfied that there is sufficient evidence that the standards continue to be met and recommend that the programme(s) remain approved.

This report, including the recommendation of the visitors, will be considered at the 23 August 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).