

## HCPC annual monitoring process report

Education provider	Bangor University
Name of programme(s)	Doctorate in Clinical Psychology (D.Clin.Psy), Full time
Date submission received	01 April 2020
Case reference	CAS-15149-Q3M5Y2

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### 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:

Ruth Baker	Practitioner psychologist - Clinical psychologist
Kenneth Street	Paramedic
Temilolu Odunaike	HCPC executive

## Section 2: Programme details

Programme name	Doctorate in Clinical Psychology (D.Clin.Psy)
Mode of study	FT (Full time)
Profession	Practitioner psychologist
Modality	Clinical psychologist
First intake	01 January 1991
Maximum learner cohort	Up to 9
Intakes per year	1
Assessment reference	AM09069

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.

<b>Required documentation</b>	<b>Submitted</b>
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
Practice based learning monitoring from the last two years	Yes
Service user and carer involvement 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 21 May 2020 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 Dundee
Name of programme(s)	Non-Medical Prescribing (SCQF 11), Part time Non-Medical Prescribing (SCQF 9), Part time Non-Medical Prescribing (SCQF 11), Part time Non-Medical Prescribing (SCQF 9), Part time
Date submission received	08 April 2020
Case reference	CAS-15415-L2D9V7

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### 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 for prescribing (for education providers) (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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### 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:

Alaster Rutherford	Independent Prescribing
Shola Apena Rogers	Practitioner psychologist - Forensic psychologist
Rabie Sultan	HCPC executive

## Section 2: Programme details

Programme name	Non-Medical Prescribing (SCQF 11)
Mode of study	PT (Part time)
Entitlement	Supplementary Prescribing, Independent Prescribing
First intake	01 February 2014
Maximum learner cohort	Up to 40
Intakes per year	2
Assessment reference	AM09125

Programme name	Non-Medical Prescribing (SCQF 9)
Mode of study	PT (Part time)
Entitlement	Supplementary Prescribing, Independent Prescribing
First intake	01 February 2014
Maximum learner cohort	Up to 40
Intakes per year	2
Assessment reference	AM09126

Programme name	Non-Medical Prescribing (SCQF 11)
Mode of study	PT (Part time)
Entitlement	Supplementary Prescribing
First intake	01 September 2007
Maximum learner cohort	Up to 35
Intakes per year	2
Assessment reference	AM09127

Programme name	Non-Medical Prescribing (SCQF 9)
Mode of study	PT (Part time)
Entitlement	Supplementary Prescribing
First intake	01 September 2007
Maximum learner cohort	Up to 35
Intakes per year	2
Assessment reference	AM09128

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
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
Practice based learning monitoring from the last two years	Yes
Service user and carer involvement 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 21 May 2020 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	Edge Hill University
Name of programme(s)	BSc (Hons) Operating Department Practice, Full time
Date submission received	31 March 2020
Case reference	CAS-15170-F3T8Y7

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### 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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### 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:

Fiona McCullough	Dietitian
Luke Ewart	Operating department practitioner
Temilolu Odunaike	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 2010
Maximum learner cohort	Up to 50
Intakes per year	2
Assessment reference	AM09131

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.

<b>Required documentation</b>	<b>Submitted</b>
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
Practice based learning monitoring from the last two years	Yes
Service user and carer involvement 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 21 May 2020 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	Edge Hill University
Name of programme(s)	Diploma of Higher Education Paramedic Practice, Full time
Date submission received	02 April 2020
Case reference	CAS-15172-C7L3T8

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### 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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### 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:

Matthew Catterall	Paramedic
Jane Lawrence	Practitioner psychologist - Counselling psychologist
Patrick Armsby	HCPC executive

## Section 2: Programme details

Programme name	Diploma of Higher Education Paramedic Practice
Mode of study	FT (Full time)
Profession	Paramedic
First intake	01 September 2009
Maximum learner cohort	Up to 35
Intakes per year	3
Assessment reference	AM09133

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.

<b>Required documentation</b>	<b>Submitted</b>
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
Practice based learning monitoring from the last two years	Yes
Service user and carer involvement 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 21 May 2020 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)	MSc Speech and Language Therapy (pre registration), Full time accelerated Post Graduate Diploma in Speech and Language Therapy, Full time accelerated
Date submission received	02 April 2020
Case reference	CAS-15587-F7Q1Y5

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### Executive Summary

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## Section 1: Our regulatory approach

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Rebecca Khanna	Occupational therapist
Caroline Sykes	Speech and language therapist
John Archibald	HCPC executive

## Section 2: Programme details

Programme name	MSc Speech and Language Therapy (pre registration)
Mode of study	FTA (Full time accelerated)
Profession	Speech and language therapist
First intake	01 September 2006
Maximum learner cohort	Up to 20
Intakes per year	1
Assessment reference	AM09140

Programme name	Post Graduate Diploma in Speech and Language Therapy
Mode of study	FTA (Full time accelerated)
Profession	Speech and language therapist
First intake	01 September 2013

Maximum learner cohort	Up to 20
Intakes per year	1
Assessment reference	AM09145

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
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
Practice based learning monitoring from the last two years	Yes
Service user and carer involvement 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.

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## HCPC annual monitoring process report

Education provider	University of Essex
Name of programme(s)	MSc Physiotherapy (pre registration), Full time Post Graduate Diploma in Physiotherapy, Full time
Date submission received	12 March 2020
Case reference	CAS-15588-L2H0B3

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### Executive Summary

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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:

Kathryn Campbell	Physiotherapist
Joanne Lusher	Practitioner psychologist - Health psychologist
John Archibald	HCPC executive

## Section 2: Programme details

Programme name	MSc Physiotherapy (pre registration)
Mode of study	FT (Full time)
Profession	Physiotherapist
First intake	01 September 2004
Maximum learner cohort	Up to 30 across both programmes
Intakes per year	1
Assessment reference	AM09141

Programme name	Post Graduate Diploma in Physiotherapy
Mode of study	FT (Full time)
Profession	Physiotherapist
First intake	01 September 2013

Maximum learner cohort	Up to 30 across both programmes
Intakes per year	1
Assessment reference	AM09144

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
Practice based learning monitoring from the last two years	Yes
Service user and carer involvement 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.

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## HCPC annual monitoring process report

Education provider	Glyndwr University
Name of programme(s)	BSc (Hons) Occupational Therapy, Full time
Date submission received	03 February 2020
Case reference	CAS-15614-T8K5M7

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### Executive Summary

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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:

Rebecca Khanna	Occupational therapist
Lorna Povey	Speech and language therapist
Niall Gooch	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	AM09179

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
Practice based learning monitoring from the last two years	Yes
Service user and carer involvement 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.

#### **3.17 There must be an effective process in place to support and enable learners to raise concerns about the safety and wellbeing of service users.**

**Reason:** The visitors reviewed the evidence provided, which included information about how learners would be enabled to understand the process for raising concerns in practice-based learning. They considered that this process seemed appropriate insofar as it went, but was incomplete because it did not appear to help learners to recognise the kind of situations in which service users may be at risk, in the specific context of occupational therapy. They were therefore not clear that it was an effective process.

They could also not see that there was a formal policy for raising concerns in all practice-based learning contexts, or how the education provider would ensure that concern-raising policies in practice-based learning were appropriate. In the light of this they could not determine whether the standard was met.

**Suggested evidence:** Evidence to show how learners are enabled to recognise situations where they may need to raise concerns, and to show how the education provider ensures that all practice-based learning providers have appropriate policies in place around raising concerns.

## 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 21 May 2020 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	Leeds Beckett University
Name of programme(s)	Non-Medical Prescribing for Allied Health Professions, Part time Non-Medical Prescribing for Allied Health Professions, Part time
Date submission received	01 April 2020
Case reference	CAS-15618-Z6G3X6

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### 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 for prescribing (for education providers) (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:

Alaster Rutherford	Independent Prescribing
Shola Apena Rogers	Practitioner psychologist Forensic psychologist
Rabie Sultan	HCPC executive

## Section 2: Programme details

Programme name	Non-Medical Prescribing for Allied Health Professions
Mode of study	PT (Part time)
Entitlement	Supplementary Prescribing, Independent Prescribing
First intake	01 May 2015
Maximum learner cohort	Up to 25
Intakes per year	2
Assessment reference	AM09198

Programme name	Non-Medical Prescribing for Allied Health Professions
Mode of study	PT (Part time)
Entitlement	Supplementary Prescribing
First intake	01 May 2015
Maximum learner cohort	Up to 25
Intakes per year	2
Assessment reference	AM09199

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
Practice based learning monitoring from the last two years	Yes
Service user and carer involvement 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 21 May 2020 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	Leeds Beckett University
Name of programme(s)	BSc (Hons) Speech and Language Therapy, Full time BSc (Hons) Speech and Language Therapy, Part time
Date submission received	31 March 2020
Case reference	CAS-15645-Y1P2X1

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### 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:

Rebecca Khanna	Occupational therapist
Caroline Sykes	Speech and language therapist
John Archibald	HCPC executive

## Section 2: Programme details

Programme name	BSc (Hons) Speech and Language Therapy
Mode of study	FT (Full time)
Profession	Speech and language therapist
First intake	01 September 2013
Maximum learner cohort	Up to 40
Intakes per year	1
Assessment reference	AM09208

Programme name	BSc (Hons) Speech and Language Therapy
Mode of study	PT (Part time)
Profession	Speech and language therapist
First intake	01 August 2019

Maximum learner cohort	Up to 40
Intakes per year	1
Assessment reference	AM09210

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
Practice based learning monitoring from the last two years	Yes
Service user and carer involvement 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 21 May 2020 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)	BSc (Hons) Physiotherapy, Full time MSc Physiotherapy (Pre-registration), Full time accelerated Integrated Masters in Physiotherapy - MPhysio, Full time
Date submission received	06 March 2020
Case reference	CAS-15632-S4B6W5

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### 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:

Kathryn Campbell	Physiotherapist
Joanne Lusher	Practitioner psychologist - Health psychologist
John Archibald	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	AM09225

Programme name	MSc Physiotherapy (Pre-registration)
Mode of study	FTA (Full time accelerated)
Profession	Physiotherapist
First intake	01 September 2017

Maximum learner cohort	Up to 20
Intakes per year	1
Assessment reference	AM09226

Programme name	Integrated Masters in Physiotherapy - MPhysio
Mode of study	FT (Full time)
Profession	Physiotherapist
First intake	01 September 2017
Maximum learner cohort	Up to 20
Intakes per year	1
Assessment reference	AM09227

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
Practice based learning monitoring from the last two years	Yes
Service user and carer involvement 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 21 May 2020 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	Edinburgh Napier University
Name of programme(s)	Radiographer Supplementary Prescriber, Part time Non Medical Prescribing for Nurses Midwives and Allied Health Professionals, Part time
Date submission received	20 March 2020
Case reference	CAS-15647-K4F0T5

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### 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 for prescribing (for education providers) (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:

Alaster Rutherford	Independent prescriber
Shola Apena Rogers	Practitioner psychologist - Forensic psychologist
Rabie Sultan	HCPC executive

## Section 2: Programme details

Programme name	Radiographer Supplementary Prescriber
Mode of study	PT (Part time)
Entitlement	Supplementary Prescribing
First intake	01 January 2014
Maximum learner cohort	Up to 5
Intakes per year	1
Assessment reference	AM09231

Programme name	Non Medical Prescribing for Nurses Midwives and Allied Health Professionals
Mode of study	PT (Part time)
Entitlement	Supplementary Prescribing, Independent Prescribing

First intake	01 January 2014
Maximum learner cohort	Up to 10
Intakes per year	2
Assessment reference	AM09232

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
HPCPC 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
Practice based learning monitoring from the last two years	Yes
Service user and carer involvement 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.

**B.3 The education provider must ensure that the person holding overall professional responsibility for the programme is appropriately qualified and experienced and, unless other arrangements are appropriate, on the register of their statutory regulator.**

**Reason:** The visitors noted that the education provider has provided the curriculum vitae and evidence of entry onto the Nursing and Midwifery Council (NMC) Register, of two staff members holding overall professional responsibility for this programme. The education provider also evidenced two generic documents which summarised the duties and responsibilities for the individuals holding overall responsibility. As per the requirement of this revised standard, the visitors could not see any evidence of the process in place to identify a suitable person(s) for the role, and if necessary, a replacement for this post. In addition, from reviewing the evidence, the visitors could not find any information demonstrating what relevant qualifications and experience the person(s) holding overall responsibility for this programme should have, and whether they should be on the relevant register of their statutory regulator. Therefore, the education provider must demonstrate the process in place to identify a suitably qualified and experienced person(s), and if it becomes necessary, a replacement. Additionally the education provider must provide evidence of whether it is a requirement for these individuals to be on the relevant statutory register.

**Suggested evidence:** Information or documentation demonstrating:

- The recruitment process in place to identify a suitably qualified person(s), and if necessary ; and
- Whether it is a requirement for the person(s) holding overall professional responsibility to be on any relevant register.

## 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 21 May 2020 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	Northumbria University at Newcastle
Name of programme(s)	BSc (Hons) Applied Biomedical Science (Sandwich), Full time BSc (Hons) Applied Biomedical Science, Full time BSc (Hons) Applied Biomedical Science, Part time
Date submission received	09 March 2020
Case reference	CAS-15185-Q8X9X1

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### 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.

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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:

Paula Hedderly	Arts therapist - Music therapist
Kathleen Simon	Biomedical scientist
Patrick Armsby	HCPC executive

## Section 2: Programme details

Programme name	BSc (Hons) Applied Biomedical Science (Sandwich)
Mode of study	FT (Full time)
Profession	Biomedical scientist
First intake	01 March 2012
Maximum learner cohort	Up to 10
Intakes per year	1
Assessment reference	AM09235

Programme name	BSc (Hons) Applied Biomedical Science
Mode of study	FT (Full time)
Profession	Biomedical scientist
First intake	01 September 2007

Maximum learner cohort	Up to 10
Intakes per year	1
Assessment reference	AM09243

Programme name	BSc (Hons) Applied Biomedical Science
Mode of study	PT (Part time)
Profession	Biomedical scientist
First intake	01 September 2007
Maximum learner cohort	Up to 10
Intakes per year	1
Assessment reference	AM09244

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
Practice based learning monitoring from the last two years	Yes
Service user and carer involvement 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.

### **3.17 There must be an effective process in place to support and enable learners to raise concerns about the safety and wellbeing of service users.**

**Reason:** To evidence this standard the education provider submitted a screenshot from their student regulations that highlighted the education provider's whistleblowing policy. This regulation is written in relation to the procedure for complaints against faculties or service departments and matters which fall under the auspices of a faculty. There are contact details provided for learners should they need to raise concerns but there is not a specific mention of service users. The education provider also provided sections of the student placement handbook which indicated that learners must adhere to student regulations whilst on placement but this did not mention service users. The visitors considered that the regulations would allow for concerns to be raised. However as the regulation and practice placement handbook did not mention service users, they could not discern how learners were made aware that this specific regulation relates to the safety and wellbeing of service users. The purpose of this standard is to not only ensure there is a process but that learners are fully aware of how to raise concerns about the safety and wellbeing of service users. Therefore, the education provider must clarify how they ensure that learners are aware of how to raise concerns about the safety and wellbeing of service users.

**Suggested evidence:** Evidence to show that learners know how raise concerns about the safety and wellbeing of service users.

## **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 21 May 2020 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	Northumbria University at Newcastle
Name of programme(s)	MSc Physiotherapy, Full time
Date submission received	05 March 2020
Case reference	CAS-15179-T7W7J0

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### 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:

Kathryn Campbell	Physiotherapist
Carol Rowe	Physiotherapist
Niall Gooch	HCPC executive

## Section 2: Programme details

Programme name	MSc Physiotherapy
Mode of study	FT (Full time)
Profession	Physiotherapist
First intake	01 January 2004
Maximum learner cohort	Up to 15
Intakes per year	1
Assessment reference	AM09236

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.

<b>Required documentation</b>	<b>Submitted</b>
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
Practice based learning monitoring from the last two years	Yes
Service user and carer involvement 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 21 May 2020 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	Northumbria University at Newcastle
Name of programme(s)	BSc (Hons) Physiotherapy, Full time
Date submission received	09 March 2020
Case reference	CAS-15180-J9F4T2

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### 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:

Carol Rowe	Physiotherapist
Kathryn Campbell	Physiotherapist
Niall Gooch	HCPC executive

## Section 2: Programme details

Programme name	BSc (Hons) Physiotherapy
Mode of study	FT (Full time)
Profession	Physiotherapist
First intake	01 September 1995
Maximum learner cohort	Up to 65
Intakes per year	1
Assessment reference	AM09237

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.

<b>Required documentation</b>	<b>Submitted</b>
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
Practice based learning monitoring from the last two years	Yes
Service user and carer involvement 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 21 May 2020 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	Northumbria University at Newcastle
Name of programme(s)	BSc (Hons) Occupational Therapy, Full time
Date submission received	27 February 2020
Case reference	CAS-15181-G8V1X7

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### 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:

Rebecca Khanna	Occupational therapist
Lorna Povey	Speech and language therapist
Niall Gooch	HCPC executive

## Section 2: Programme details

Programme name	BSc (Hons) Occupational Therapy
Mode of study	FT (Full time)
Profession	Occupational therapist
First intake	01 May 1995
Maximum learner cohort	Up to 60
Intakes per year	1
Assessment reference	AM09238

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
Practice based learning monitoring from the last two years	Yes
Service user and carer involvement 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 education provider must ensure that the person holding overall professional responsibility for the programme is appropriately qualified and experienced and, unless other arrangements are appropriate, on the relevant part of the Register.**

**Reason:** The visitors were supplied with a CV and a recruitment-related “glossary”. The selection process for a new programme leader was referred to in the documentation. However, there was no further evidence about this process, and the glossary was a high-level generic document, for the whole of Northumbria University, and not directly

tailored to occupational therapy. This standard requires education providers to show that they have an appropriate and effective process by which a new programme leader can be appointed if it becomes necessary for them to do so. The visitors were therefore unable to determine whether the standard was met.

**Suggested evidence:** Evidence to show that there is a suitable process in place to appoint a new programme leader if it becomes necessary to do so.

### **3.6 There must be an effective process in place to ensure the availability and capacity of practice-based learning for all learners.**

**Reason:** The visitors noted from the evidence supplied that the education provider had identified a problem with securing sufficient capacity in practice-based learning. However, they could not see in the documentation what steps had been taken to address this problem. They were therefore not able to determine whether the process for ensuring appropriate capacity in practice-based learning was effective.

**Suggested evidence:** Evidence to demonstrate how the education provider ensures that when a problem in maintaining placement capacity was identified, it is suitably addressed.

## 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 21 May 2020 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	Northumbria University at Newcastle
Name of programme(s)	Prescribing for Non Medical Health Professionals, Full time
Date submission received	09 March 2020
Case reference	CAS-15182-Z0P2W2

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### 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 for prescribing (for education providers) (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:

Alaster Rutherford	Independent Prescribing
Shola Apena Rogers	Practitioner psychologist - Forensic psychologist
Rabie Sultan	HCPC executive

## Section 2: Programme details

Programme name	Prescribing for Non Medical Health Professionals
Mode of study	FT (Full time)
Entitlement	Supplementary prescribing
First intake	01 April 2006
Maximum learner cohort	Up to 30
Intakes per year	1
Assessment reference	AM09240

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.

<b>Required documentation</b>	<b>Submitted</b>
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
Practice based learning monitoring from the last two years	Yes
Service user and carer involvement 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.

**B.3 The education provider must ensure that the person holding overall professional responsibility for the programme is appropriately qualified and experienced and, unless other arrangements are appropriate, on the register of their statutory regulator.**

**Reason:** The visitors noted in the mapping document that the current person holding overall professional responsibility is suitable to undertake the roles and responsibilities required for this position. The education provider evidenced two documents for this standard, which included education provider wide information regarding the responsibilities of a programme leader, and the job description of a lecturer/ senior lecturer. It was not clear to the visitors what connection the job description of a lecturer / senior lecturer has with the role of programme leader and therefore the responsibilities for holding overall professional responsibility for the programme. From reviewing the evidence, the visitors could not find any information demonstrating the relevant qualifications and experience the person holding overall responsibility should have. Additionally, no other information was provided regarding the process in place highlighting how recruitment is undertaken, including, if necessary, how a suitable replacement will be identified. The visitors were also unable to determine if it was a requirement that the person holding overall responsibility for the programme should be on the register of their statutory regulator. Therefore, the education provider must demonstrate the process in place to identify a suitable person, and a suitable replacement, if it becomes necessary. Additionally the education provider must provide evidence about how it ensures the person holding overall professional responsibility is appropriately qualified, and whether it is a requirement for them to be on any relevant register.

**Suggested evidence:** Information or documentation demonstrating:

- The person specification of the person holding overall professional responsibility for the programme;
- The recruitment process in place to identify a suitable person and, if it becomes necessary, a suitable replacement; and
- Whether the programme leader should be on any relevant register.

## 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 21 May 2020 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	Northumbria University at Newcastle
Name of programme(s)	Diploma of Higher Education Operating Department Practice, Full time
Date submission received	28 February 2020
Case reference	CAS-15183-P5R0L6

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### 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:

Claire Brewis	Occupational therapist
Joanna Finney	Operating department practitioner
Temilolu Odunaike	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 2001
Maximum learner cohort	Up to 37
Intakes per year	1
Assessment reference	AM09241

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.

<b>Required documentation</b>	<b>Submitted</b>
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
Practice based learning monitoring from the last two years	Yes
Service user and carer involvement 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 21 May 2020 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	Northumbria University at Newcastle
Name of programme(s)	MSc Occupational Therapy (Pre-registration), Full time
Date submission received	25 February 2020
Case reference	CAS-15184-R2N5Q7

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### 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:

Rebecca Khanna	Occupational therapist
Lorna Povey	Speech and language therapist
Niall Gooch	HCPC executive

## Section 2: Programme details

Programme name	MSc Occupational Therapy (Pre-registration)
Mode of study	FT (Full time)
Profession	Occupational therapist
First intake	01 September 2003
Maximum learner cohort	Up to 60
Intakes per year	1
Assessment reference	AM09242

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
Practice based learning monitoring from the last two years	Yes
Service user and carer involvement 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 education provider must ensure that the person holding overall professional responsibility for the programme is appropriately qualified and experienced and, unless other arrangements are appropriate, on the relevant part of the Register.**

**Reason:** The visitors were supplied with a CV and a recruitment-related “glossary”. The selection process for a new programme leader was referred to in the documentation. However, there was no further evidence about this process, and the glossary was a high-level generic document, for the whole of Northumbria University, and not directly

tailored to occupational therapy. This standard requires education providers to show that they have an appropriate and effective process by which a new programme leader can be appointed if it becomes necessary for them to do so. The visitors were therefore unable to determine whether the standard was met.

**Suggested evidence:** Evidence to show that there is a suitable process in place to appoint a new programme leader if it becomes necessary to do so.

### **3.6 There must be an effective process in place to ensure the availability and capacity of practice-based learning for all learners.**

**Reason:** The visitors noted from the evidence supplied that the education provider had identified a problem with securing sufficient capacity in practice-based learning. However, they could not see in the documentation what steps had been taken to address this problem. They were therefore not able to determine whether the process for ensuring appropriate capacity in practice-based learning was effective.

**Suggested evidence:** Evidence to demonstrate how the education provider ensures that when a problem in maintaining placement capacity was identified, it is suitably addressed.

## 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 21 May 2020 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 University of Northampton
Name of programme(s)	FDS Sc Paramedic Science, Full time
Date submission received	09 March 2020
Case reference	CAS-15650-Y2K5S9

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### 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:

Matthew Catterall	Paramedic
Jane Lawrence	Practitioner psychologist - Counselling psychologist
Patrick Armsby	HCPC executive

## Section 2: Programme details

Programme name	FDS Sc Paramedic Science
Mode of study	FT (Full time)
Profession	Paramedic
First intake	01 September 2009
Maximum learner cohort	Up to 25
Intakes per year	1
Assessment reference	AM09245

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.

<b>Required documentation</b>	<b>Submitted</b>
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
Practice based learning monitoring from the last two years	Yes
Service user and carer involvement 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 21 May 2020 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 University of Northampton
Name of programme(s)	BSc (Hons) Paramedic Science, Full time
Date submission received	09 March 2020
Case reference	CAS-15652-W8G1R0

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### 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

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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:

Matthew Catterall	Paramedic
Jane Lawrence	Practitioner psychologist - Counselling psychologist
Patrick Armsby	HCPC executive

## Section 2: Programme details

Programme name	BSc (Hons) Paramedic Science
Mode of study	FT (Full time)
Profession	Paramedic
First intake	01 September 2015
Maximum learner cohort	Up to 30
Intakes per year	1
Assessment reference	AM09246

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.

<b>Required documentation</b>	<b>Submitted</b>
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
Practice based learning monitoring from the last two years	Yes
Service user and carer involvement 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 21 May 2020 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	Outreach Rescue Medic Skills
Name of programme(s)	Hazardous Environment Medicine Paramedic Award, Part time
Date submission received	28 February 2020
Case reference	CAS-15635-X0B5F3

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### Executive Summary

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## Section 1: Our regulatory approach

### Our standards

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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:

Ruth Baker	Practitioner psychologist - Clinical psychologist
Kenneth Street	Paramedic
Temilolu Odunaike	HCPC executive

## Section 2: Programme details

Programme name	Hazardous Environment Medicine Paramedic Award
Mode of study	PT (Part time)
Profession	Paramedic
First intake	01 September 2012
Maximum learner cohort	Up to 15
Intakes per year	1
Assessment reference	AM09252

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.

<b>Required documentation</b>	<b>Submitted</b>
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
Practice based learning monitoring from the last two years	Yes
Service user and carer involvement 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 21 May 2020 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 Plymouth
Name of programme(s)	BSc (Hons) Healthcare Science (Cellular Science), Full time BSc (Hons) Healthcare Science (Infection Science), Full time BSc (Hons) Healthcare Science (Blood Science), Full time
Date submission received	04 February 2020
Case reference	CAS-15190-Q1Z2G3

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### Executive Summary

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## Section 1: Our regulatory approach

### Our standards

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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:

Peter Abel	Biomedical scientist
David Houlston	Biomedical scientist
Patrick Armsby	HCPC executive

## Section 2: Programme details

Programme name	BSc (Hons) Healthcare Science (Cellular Science)
Mode of study	FT (Full time)
Profession	Biomedical scientist
First intake	01 September 2014
Maximum learner cohort	Up to 24
Intakes per year	1
Assessment reference	AM09261

Programme name	BSc (Hons) Healthcare Science (Infection Science)
Mode of study	FT (Full time)
Profession	Biomedical scientist
First intake	01 September 2014

Maximum learner cohort	Up to 24
Intakes per year	1
Assessment reference	AM09262

Programme name	BSc (Hons) Healthcare Science (Blood Science)
Mode of study	FT (Full time)
Profession	Biomedical scientist
First intake	01 September 2014
Maximum learner cohort	Up to 24
Intakes per year	1
Assessment reference	AM09266

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
Practice based learning monitoring from the last two years	Yes
Service user and carer involvement 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 21 May 2020 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	Queen Margaret University
Name of programme(s)	BSc (Hons) Diagnostic Radiography, Full time
Date submission received	17 February 2020
Case reference	CAS-15672-Y9P6D2

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### Executive Summary

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## Section 1: Our regulatory approach

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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:

Sasha Hall	Practitioner psychologist - Educational psychologist
Stephen Boynes	Radiographer - Diagnostic radiographer
Patrick Armsby	HCPC executive

## Section 2: Programme details

Programme name	BSc (Hons) Diagnostic Radiography
Mode of study	FT (Full time)
Profession	Radiographer
Modality	Diagnostic radiographer
First intake	01 September 2005
Maximum learner cohort	Up to 35
Intakes per year	1
Assessment reference	AM09273

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.

<b>Required documentation</b>	<b>Submitted</b>
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
Practice based learning monitoring from the last two years	Yes
Service user and carer involvement 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 21 May 2020 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	Queen Margaret University
Name of programme(s)	BSc (Hons) Occupational Therapy, FT (Full time)
Date submission received	16 January 2020
Case reference	CAS-15673-G9Q2C3

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### Executive Summary

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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

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### HCPC panel

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Julie-Anne Lowe	Occupational therapist
Joanna Goodwin	Occupational therapist
Patrick Armsby	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 1999
Maximum learner cohort	Up to 40
Intakes per year	1
Assessment reference	AM09274

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
Practice based learning monitoring from the last two years	Yes
Service user and carer involvement 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 education provider must ensure that the person holding overall professional responsibility for the programme is appropriately qualified and experienced and, unless other arrangements are appropriate, on the relevant part of the Register.**

**Reason:** To evidence this standard, the education provider has noted that there has been no change to the programme leader since the last audit, and supplied the individual's Personal Performance Enhancement Review document. The visitors noted that this standard now requires that the education provider ensures (by some form of process) that the person holding overall professional responsibility for the programme is appropriately qualified and experienced. The visitors noted that the current person in place is suitable for the role, but also noted that the information supplied does not evidence how the education provider ensures that this will continue to be the case. Visitors need to understand how the education provider will continually ensure that the person undertaking this role (now and in the future) is appropriate for the role, and how a replacement would be recruited when required.

**Suggested evidence:** Information that shows how the education provider ensures itself that the person in this role is appropriate, and a process which shows how they would recruit to the 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 21 May 2020 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 visitors considered the education provider's approach to appointing a programme leader to be sufficient but based on rotation of current staffing they have in place. The visitors considered in the extremely unlikely but possible event of all members of the staff team leaving the education provider would have to relate their process to an external appointment. The education provider should consider formalising their process for external candidates as a contingency. In future assessments of this programme visitors should consider that there are sufficient staff in place to ensure programme leadership is maintained.

## HCPC annual monitoring process report

Education provider	Queen Margaret University
Name of programme(s)	BSc (Hons) Speech and Language Therapy, Full time
Date submission received	28 February 2020
Case reference	CAS-15694-G4Z7R3

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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:

Rebecca Khanna	Occupational therapist
Lorna Povey	Speech and language therapist
Niall Gooch	HCPC executive

## Section 2: Programme details

Programme name	BSc (Hons) Speech and Language Therapy
Mode of study	FT (Full time)
Profession	Speech and language therapist
First intake	01 September 2003
Maximum learner cohort	Up to 185
Intakes per year	1
Assessment reference	AM09277

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
Practice based learning monitoring from the last two years	Yes
Service user and carer involvement 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 education provider must ensure that the person holding overall professional responsibility for the programme is appropriately qualified and experienced and, unless other arrangements are appropriate, on the relevant part of the Register.**

**Reason:** In the evidence submitted the visitors could not see evidence that the education provider had an appropriate process for appointing a new programme leader if it became necessary for them to do so. There was information relating to general management cited in the mapping document, but nothing to show how they would ensure the appointment of a suitable person, as required by the standard. The visitors were therefore not able to be sure that the standard was met.

**Suggested evidence:** Evidence of the specific process for appointing a suitable person to the role of programme leader, if it becomes necessary to do so.

#### **3.17 There must be an effective process in place to support and enable learners to raise concerns about the safety and wellbeing of service users.**

**Reason:** In the evidence submitted the visitors could see that the education provider had a process in place for learners to raise concerns, and that learners were appropriately prepared to recognise what might constitute a safeguarding problem in the professional context. However, they also considered that it was not made sufficiently clear to learners that they would not be penalised if they raised concerns in any part of the programme, and so they could not be sure that the process to support and enable the raising of concerns was effective.

**Suggested evidence:** Evidence to show how learners are reassured that they will not be penalised if they raise concerns, especially in the practice-based learning context.

## 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 21 May 2020 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	Roehampton University
Name of programme(s)	PsychD in Counselling Psychology, Full time PsychD in Counselling Psychology, Part time
Date submission received	15 April 2020
Case reference	CAS-15713-S1V1R6

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### Executive Summary

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## Section 1: Our regulatory approach

### Our standards

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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:

Matthew Catterall	Paramedic
Jane Lawrence	Practitioner psychologist - Counselling psychologist
Patrick Armsby	HCPC executive

## Section 2: Programme details

Programme name	PsychD in Counselling Psychology
Mode of study	FT (Full time)
Profession	Practitioner psychologist
Modality	Counselling psychologist
First intake	01 January 2007
Maximum learner cohort	Up to 20
Intakes per year	1
Assessment reference	AM09321

Programme name	PsychD in Counselling Psychology
Mode of study	PT (Part time)
Profession	Practitioner psychologist

Modality	Counselling psychologist
First intake	01 September 2017
Maximum learner cohort	Up to 10
Intakes per year	1
Assessment reference	AM09322

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
Practice based learning monitoring from the last two years	Yes
Service user and carer involvement 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 21 May 2020 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 Strathclyde
Name of programme(s)	BSc (Hons) Speech and Language Pathology, Full time
Date submission received	06 March 2020
Case reference	CAS-15716-X3V1X3

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### 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:

Rebecca Khanna	Occupational therapist
Caroline Sykes	Speech and language therapist
John Archibald	HCPC executive

## Section 2: Programme details

Programme name	BSc (Hons) Speech and Language Pathology
Mode of study	FT (Full time)
Profession	Speech and language therapist
First intake	01 January 2002
Maximum learner cohort	Up to 26
Intakes per year	1
Assessment reference	AM09338

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
Practice based learning monitoring from the last two years	Yes
Service user and carer involvement 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 education provider must ensure that the person holding overall professional responsibility for the programme is appropriately qualified and experienced and, unless other arrangements are appropriate, on the relevant part of the Register.**

**Reason:** For this standard, the visitors were informed the education provider had submitted a major change in regard to the appointment of Wendy Cohen as named person with overall responsibility for the programme in 2016. The visitors were also made aware of a role descriptor for the post of course leader. However, the visitors did not receive any information about how the education provider ensures the person who has overall responsibility for the programme is appropriately qualified and experienced. The visitors were also unclear about the process of recruitment to the role in the future. The visitors require further information about how the education provider ensures the person who has overall responsibility for the programme is appropriately qualified and experienced and how the education provider would recruit to the role in the future.

**Suggested evidence:** The education provider needs to provide further information, such as a job description or person specification, to demonstrate how they ensure the person who has overall responsibility for the programme is appropriately qualified and experienced. The education provider also needs to provide further information, such as expression of interest or University recruitment and selection policy, to demonstrate how recruitment to the role in the future would be undertaken.

**3.6 There must be an effective process in place to ensure the availability and capacity of practice-based learning for all learners.**

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

**3.10 Subject areas must be delivered by educators with relevant specialist knowledge and expertise.**

**3.12 The resources to support learning in all settings must be effective and appropriate to the delivery of the programme, and must be accessible to all learners and educators.**

**5.5 There must be an adequate number of appropriately qualified and experienced staff involved in practice-based learning.**

**Reason:** From the annual monitoring documentation, the visitors were informed the learner numbers on the programme were 40 learners per cohort, one cohort per year. Currently, the programme is approved for 26 learners per cohort, one cohort per year. The visitors considered an increase in learner numbers of this size may impact on how the programme meets the above standards. However, the visitors did not see evidence in the documentation to show:

- there is an effective process in place to make sure all learners have access to practice-based learning;
- there is an appropriate number of staff who are able and equipped to deliver the programme effectively, the reasoning for this number of staff, and any arrangements in place to review the number of staff involved in the programme;
- that educators have the necessary knowledge and expertise to deliver their parts of the programme effectively;
- that programme resources are readily available to learners and educators and are used effectively to support the required learning and teaching activities of the programme, and what systems are in place to assess the resources in place are appropriate for the increase in learners; and
- there is enough staff, such as practice educators and others working in practice-based learning, for learners to take part in safe and effective practice-based learning, and the rationale for this number.

**Suggested evidence:** The education provider needs to provide further evidence to show:

- there is an effective process in place to make sure all learners have access to practice-based learning;
- there is an appropriate number of staff who are able and equipped to deliver the programme effectively, the reasoning for this number of staff, and any arrangements in place to review the number of staff involved in the programme;

- that educators have the necessary knowledge and expertise to deliver their parts of the programme effectively;
- that programme resources are readily available to learners and educators and are used effectively to support the required learning and teaching activities of the programme, and what systems are in place to assess the resources in place are appropriate for the increase in learners; and
- there is enough staff, such as practice educators and others working in practice-based learning, for learners to take part in safe and effective practice-based learning, and the rationale for this number.

## 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 21 May 2020 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	Teesside University
Name of programme(s)	BSc (Hons) Paramedic Practice, Full time
Date submission received	20 March 2020
Case reference	CAS-15202-V7B1N7

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### 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:

Ruth Baker	Practitioner psychologist - Clinical psychologist
Kenneth Street	Paramedic
Temilolu Odunaike	HCPC executive

## Section 2: Programme details

Programme name	BSc (Hons) Paramedic Practice
Mode of study	FT (Full time)
Profession	Paramedic
First intake	01 January 2014
Maximum learner cohort	Up to 40
Intakes per year	1
Assessment reference	AM09340

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
Practice based learning monitoring from the last two years	Yes
Service user and carer involvement 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.

#### **3.4 The programme must have regular and effective monitoring and evaluation systems in place.**

**Reason:** As part of the expanded evidence base required for this audit, the education provider is required to demonstrate how they monitor service users and carers' involvement over the last two academic years. The visitors noted that the education provider provided evidence demonstrating how service users and carers are involved in the programme. However, there was no evidence showing how their involvement is being monitored on a regular basis. As such, the visitors could not be certain that the education provider had an effective system in place for ensuring that service users and carers' involvement contributes to the quality of the programme. The visitors require that this be evidenced before they can determine whether this standard is met.

**Suggested evidence:** Evidence demonstrating the programme has regular and effective systems in place for monitoring service users and carers' involvement.

## 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 21 May 2020 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	Teesside University
Name of programme(s)	Doctorate in Counselling Psychology (DCounsPsy), Full time
Date submission received	17 April 2020
Case reference	CAS-15203-K5N6F3

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### 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:

Matthew Catterall	Paramedic
Jane Lawrence	Practitioner psychologist - Counselling psychologist
Patrick Armsby	HCPC executive

## Section 2: Programme details

Programme name	Doctorate in Counselling Psychology (DCounsPsy)
Mode of study	FT (Full time)
Profession	Practitioner psychologist
Modality	Counselling psychologist
First intake	01 January 2002
Maximum learner cohort	Up to 22
Intakes per year	1
Assessment reference	AM09341

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
Practice based learning monitoring from the last two years	Yes
Service user and carer involvement 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 21 May 2020 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	Teesside University
Name of programme(s)	BSc (Hons) Occupational Therapy, Full time
Date submission received	30 March 2020
Case reference	CAS-15205-X3C0X0

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### 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

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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:

Rebecca Khanna	Occupational therapist
Caroline Sykes	Speech and language therapist
John Archibald	HCPC executive

## Section 2: Programme details

Programme name	BSc (Hons) Occupational Therapy
Mode of study	FT (Full time)
Profession	Occupational therapist
First intake	01 July 1994
Maximum learner cohort	Up to 50
Intakes per year	1
Assessment reference	AM09343

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
Practice based learning monitoring from the last two years	Yes
Service user and carer involvement 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.

#### **3.6 There must be an effective process in place to ensure the availability and capacity of practice-based learning for all learners.**

**Reason:** To evidence this standard, the education provider provided a blank placement agreement and an addendum to this document. However, as these were blank documents the visitors had no indication what the process to assess the availability and capacity of practice-based learning might be. The visitors were also informed practice placement partnership meetings occur on a quarterly basis to discuss practice education and placement provision. However, the visitors were also not provided with any information from the practice placement partnership meetings, so they did not have an indication of any discussion around identifying capacity and availability of practice-based learning. The visitors therefore were unclear on the process in place to guarantee the availability and capacity of practice-based learning for all learners. The education provider must provide further evidence on the process in place to guarantee the availability and capacity of practice-based learning for all learners.

**Suggested evidence:** The education provider must provide further evidence on the process in place to guarantee the availability and capacity of practice-based learning for all learners.

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

**3.10 Subject areas must be delivered by educators with relevant specialist knowledge and expertise.**

**Reason:** The education provider said there had been no change to the way the programme meets these standards. However, the visitors were informed in the Course Board Report 2018-19 that there were issues with staffing being 'problematic' with a number of staff being 'unable to take their full annual leave'. The report said additional staff have been bought in to cover periods of the year and that staffing has still to be resolved. Some learners did not receive a timely halfway visit due to staff absences. The visitors were unclear whether there was an appropriate number of staff able and equipped to deliver the programme effectively, and that educators have the necessary knowledge and expertise to deliver their parts of the programme effectively.

The visitors need to see further information of how the education provider justifies the number of staff in place, and the proportion of their time spent working on the programme, in relation to the practical requirements of the programme. The visitors also need to see evidence of the arrangements in place to review the number of staff involved in the programme and to deal with situations such as staff absences, and how it makes sure educators are suitable and well-equipped to take part in teaching and to support learning in the subject areas they are involved in.

**Suggested evidence:** The education provider needs to provide further information:

- relating to how it justifies the number of staff in place and the proportion of their time spent working on the programme, in relation to the practical requirements of the programme;
- evidence of the arrangements in place to review the number of staff involved in the programme and to deal with situations such as staff absences; and
- about how it makes sure educators are suitable and well-equipped to take part in teaching and to support learning in the subject areas they are involved in.

## 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 21 May 2020 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	Teesside University
Name of programme(s)	BSc (Hons) Physiotherapy, Full time
Date submission received	06 April 2020
Case reference	CAS-15206-K0N5V6

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### 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

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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:

Kathryn Campbell	Physiotherapist
Joanne Lusher	Practitioner psychologist - Health psychologist
John Archibald	HCPC executive

## Section 2: Programme details

Programme name	BSc (Hons) Physiotherapy
Mode of study	FT (Full time)
Profession	Physiotherapist
First intake	01 September 1998
Maximum learner cohort	Up to 65
Intakes per year	1
Assessment reference	AM09344

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.

<b>Required documentation</b>	<b>Submitted</b>
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
Practice based learning monitoring from the last two years	Yes
Service user and carer involvement 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 21 May 2020 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	Teesside University
Name of programme(s)	BSc (Hons) Diagnostic Radiography, Full time
Date submission received	20 March 2020
Case reference	CAS-15207-T7W5L3

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### 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:

Sasha Hall	Practitioner psychologist - Educational psychologist
Stephen Boynes	Radiographer - Diagnostic radiographer
Patrick Armsby	HCPC executive

## Section 2: Programme details

Programme name	BSc (Hons) Diagnostic Radiography
Mode of study	FT (Full time)
Profession	Radiographer
Modality	Diagnostic radiographer
First intake	01 September 1994
Maximum learner cohort	Up to 40
Intakes per year	1
Assessment reference	AM09345

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
Practice based learning monitoring from the last two years	Yes
Service user and carer involvement 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 21 May 2020 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 could see in the SETs mapping document that the programme lead role would rotate around senior lecturers who were appropriately qualified. They could also see that these senior lecturers would be appropriately qualified. Therefore they considered that the standard was met. However, they could not see that this process for choosing the person holding overall professional responsibility was formalised in documentation. While the visitors understand it works in practice, the education provider should consider formalising how they pick the person holding overall professional responsibility. Visitors in future assessments should consider how the education

provider is ensuring the person holding overall professional responsibility is appropriately experienced and qualified. They should also consider how the education provider has ensured this in the unlikely event they need to make an external appointment.

## HCPC annual monitoring process report

Education provider	Teesside University
Name of programme(s)	MSc Diagnostic Radiography (Pre-registration), Full time
Date submission received	06 April 2020
Case reference	CAS-15208-D0F9J5

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### 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:

Sasha Hall	Practitioner psychologist - Educational psychologist
Stephen Boynes	Radiographer - Diagnostic radiographer
Patrick Armsby	HCPC executive

## Section 2: Programme details

Programme name	MSc Diagnostic Radiography (Pre-registration)
Mode of study	FT (Full time)
Profession	Radiographer
Modality	Diagnostic radiographer
First intake	01 September 2004
Maximum learner cohort	Up to 16
Intakes per year	1
Assessment reference	AM09346

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	Yes	
External examiner reports from the last two years	Yes	
Responses to external examiner reports from the last two years	Yes	
Practice based learning monitoring from the last two years	Yes	
Service user and carer involvement from the last two years	No	The education provider has stated there is no separate monitoring of service user and carer provision. Issues affecting the normal engagement of user carers within the course would be flagged up in the course journals and discussed at the bi-annual Course Board.

### 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 21 May 2020 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 could see in the SETs mapping document that the programme lead role would rotate around senior lecturers who were appropriately qualified. They could also see that these senior lecturers would be appropriately qualified. Therefore they considered that the standard was met. However, they could not see that this process for choosing the person holding overall professional responsibility was formalised in documentation. While the visitors understand it works in practice, the education provider should consider formalising how they pick the person holding overall professional responsibility. Visitors in future assessments should consider how the education provider is ensuring the person holding overall professional responsibility is appropriately experienced and qualified. They should also consider how the education provider has ensured this in the unlikely event they need to make an external appointment.

## HCPC annual monitoring process report

Education provider	Teesside University
Name of programme(s)	MSc Physiotherapy (Pre-registration), Full time
Date submission received	06 April 2020
Case reference	CAS-15209-P5C5K7

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### 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.

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### How we make our decisions

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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:

Kathryn Campbell	Physiotherapist
Joanne Lusher	Practitioner psychologist - Health psychologist
John Archibald	HCPC executive

## Section 2: Programme details

Programme name	MSc Physiotherapy (Pre-registration)
Mode of study	FT (Full time)
Profession	Physiotherapist
First intake	01 September 2005
Maximum learner cohort	Up to 15
Intakes per year	1
Assessment reference	AM09347

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.

<b>Required documentation</b>	<b>Submitted</b>
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
Practice based learning monitoring from the last two years	Yes
Service user and carer involvement 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 21 May 2020 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	Teesside University
Name of programme(s)	MSc Occupational Therapy (Pre-registration), Full time
Date submission received	30 March 2020
Case reference	CAS-15211-R3L3Z6

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### 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:

Rebecca Khanna	Occupational therapist
Caroline Sykes	Speech and language therapist
John Archibald	HCPC executive

## Section 2: Programme details

Programme name	MSc Occupational Therapy (Pre-registration)
Mode of study	FT (Full time)
Profession	Occupational therapist
First intake	01 September 2005
Maximum learner cohort	Up to 40
Intakes per year	1
Assessment reference	AM09349

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
Practice based learning monitoring from the last two years	Yes
Service user and carer involvement 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.

#### **3.6 There must be an effective process in place to ensure the availability and capacity of practice-based learning for all learners.**

**Reason:** To evidence this standard, the education provider provided a blank placement agreement and an addendum to this document. However, as these were blank documents the visitors had no indication what the process to assess the availability and capacity of practice-based learning might be. The visitors were also informed practice placement partnership meetings occur on a quarterly basis to discuss practice education and placement provision. The visitors were also not provided with any information from the practice placement partnership meetings, so they did not have an indication of any discussion around identifying capacity and availability of practice-based learning. The visitors therefore were unclear on the process in place to guarantee the availability and capacity of practice-based learning for all learners. The education provider must provide further evidence on the process in place to guarantee the availability and capacity of practice-based learning for all learners.

**Suggested evidence:** The education provider must provide further evidence on the process in place to guarantee the availability and capacity of practice-based learning for all learners.

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

**3.10 Subject areas must be delivered by educators with relevant specialist knowledge and expertise.**

**Reason:** The education provider said there had been no change to the way the programme meets these standards. However, the visitors were informed in the Course Board Report 2018-19 that there were issues with staffing being 'problematic' with a number of staff being 'unable to take their full annual leave'. The report said additional staff have been bought in to cover periods of the year and that staffing has still to be resolved. Some learners did not receive a timely halfway visit due to staff absences. The visitors were unclear whether there was an appropriate number of staff able and equipped to deliver the programme effectively, and that educators have the necessary knowledge and expertise to deliver their parts of the programme effectively.

The visitors need to see further information of how the education provider justifies the number of staff in place, and the proportion of their time spent working on the programme, in relation to the practical requirements of the programme. The visitors also need to see evidence of the arrangements in place to review the number of staff involved in the programme and to deal with situations such as staff absences, and how it makes sure educators are suitable and well-equipped to take part in teaching and to support learning in the subject areas they are involved in.

**Suggested evidence:** The education provider needs to provide further information:

- relating to how it justifies the number of staff in place, and the proportion of their time spent working on the programme, in relation to the practical requirements of the programme;
- evidence of the arrangements in place to review the number of staff involved in the programme and to deal with situations such as staff absences; and
- about how it makes sure educators are suitable and well-equipped to take part in teaching and to support learning in the subject areas they are involved in.

## 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 21 May 2020 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	Teesside University
Name of programme(s)	BSc (Hons) Operating Department Practice Studies, Full time BSc (Hons) Operating Department Practice (Apprenticeship), Work based learning
Date submission received	20 March 2020
Case reference	CAS-15212-Z5H8Z8

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### 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.

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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:

Fiona McCullough	Dietitian
Luke Ewart	Operating department practitioner
Temilolu Odunaike	HCPC executive

## Section 2: Programme details

Programme name	BSc (Hons) Operating Department Practice Studies
Mode of study	FT (Full time)
Profession	Operating department practitioner
First intake	01 September 2017
Maximum learner cohort	Up to 36
Intakes per year	2
Assessment reference	AM09352

Programme name	BSc (Hons) Operating Department Practice (Apprenticeship)
Mode of study	WBL (Work based learning)
Profession	Operating department practitioner

First intake	01 January 2020
Maximum learner cohort	Up to 10
Intakes per year	2
Assessment reference	AM09354

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
Practice based learning monitoring from the last two years	Yes
Service user and carer involvement 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 21 May 2020 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 Ulster
Name of programme(s)	BSc (Hons) Occupational Therapy, Full time
Date submission received	05 March 2020
Case reference	CAS-15220-T7F7C4

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### 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:

Claire Brewis	Occupational therapist
Joanna Finney	Operating department practitioner
Temilolu Odunaike	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 1991
Maximum learner cohort	Up to 54
Intakes per year	1
Assessment reference	AM09361

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	Yes	
External examiner reports from the last two years	Yes	
Responses to external examiner reports from the last two years	Yes	
Practice based learning monitoring from the last two years	Yes	
Service user and carer involvement from the last two years	No	Information provided did not evidence service user and carer involvement.

### 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.

#### 3.7 Service users and carers must be involved in the programme.

**Reason:** The education provider stated in the mapping that there has not been any changes to how the programme meets this standard. However, as part of the expanded evidence base required for this audit, the education provider is required to demonstrate how they involve service users and carers in the programme. As the education provider did not provide any evidence of service users and carers' involvement in the programme, the visitors could not determine that this standard is met.

**Suggested evidence:** Evidence that shows how service users and carers contribute to the programme.

### **3.17 There must be an effective process in place to support and enable learners to raise concerns about the safety and wellbeing of service users.**

**Reason:** As evidence for this standard, the education provider referred the visitors to the module descriptors, the occupational therapy practice education handbook and the course committee meeting minutes. The mapping document also stated that the programme team ensure that there is an effective process in place to support and enable learners to raise concerns about the safety and wellbeing of service users through module content, placement briefing sessions and within placement settings. However, all through their review, the visitors could not identify the process that learners will need to follow should they have concerns about the safety and wellbeing of service users. The visitors were unable to locate any policy that clearly articulates the learners' responsibilities regarding raising concerns when they believe the safety and wellbeing of service users is at risk. In addition, the visitors could not see any information on how learners are supported, who they report their concerns to, and how, and how these concerns will be considered and acted on. As such, the visitors require further evidence of the process the education provider has in place to support and enable learners to raise concerns about the safety and wellbeing of service users before they can determine whether this standard is met.

**Suggested evidence:** Evidence of the education provider's formal process for supporting and enabling learners to raise concerns when they believe the safety or wellbeing of service users is at risk.

## **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 21 May 2020 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 Ulster
Name of programme(s)	BSc (Hons) Physiotherapy, Full time
Date submission received	10 March 2020
Case reference	CAS-15222-T3X3H4

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### 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:

Kathryn Campbell	Physiotherapist
Jed Jerwood	Arts therapist - Art therapist
John Archibald	HCPC executive

## Section 2: Programme details

Programme name	BSc (Hons) Physiotherapy
Mode of study	FT (Full time)
Profession	Physiotherapist
First intake	01 October 1980
Maximum learner cohort	Up to 59
Intakes per year	1
Assessment reference	AM09362

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
Practice based learning monitoring from the last two years	Yes
Service user and carer involvement 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 Learners must be involved in the programme.

**Reason:** The visitors were informed learners are involved in the programme through staff student consultative committees and module evaluation. The visitors considered there to be a lack of evidence as they were informed committee meeting minutes from 2018/19 are not accessible and so could not see an action plan or dialogue from the meeting. The visitors were therefore unclear as to how learners contribute in a meaningful way to the programme and how this has contributed to the quality, effectiveness and continuous improvement of the programme.

**Suggested evidence:** Further evidence as to how learners contribute in a meaningful way to the programme and how this has contributed to the quality, effectiveness and continuous improvement of 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 21 May 2020 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 South Wales
Name of programme(s)	Professional Doctorate in Counselling Psychology, Full time Professional Doctorate in Counselling Psychology, Part time
Date submission received	11 December 2019
Case reference	CAS-15720-J1C5B1

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### 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:

Antony Ward	Practitioner psychologist - Counselling psychologist
Jai Shree Adhyaru	Practitioner psychologist - Counselling psychologist
Temilolu Odunaike	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 September 2018
Maximum learner cohort	Up to 15
Intakes per year	1
Assessment reference	AM09376

Programme name	Professional Doctorate in Counselling Psychology
Mode of study	PT (Part time)
Profession	Practitioner psychologist

Modality	Counselling psychologist
First intake	01 September 2018
Maximum learner cohort	Up to 15
Intakes per year	1
Assessment reference	AM09377

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	Programme started in 2018/19 academic year so no documentation for 2017/18.
External examiner reports from the last two years	No	Programme started in 2018/19 academic year so no documentation for 2017/18.
Responses to external examiner reports from the last two years	No	Programme started in 2018/19 academic year so no documentation for 2017/18.
Practice based learning monitoring from the last two years	No	Programme started in 2018/19 academic year so no documentation for 2017/18.
Service user and carer involvement from the last two years	No	Programme started in 2018/19 academic year so no documentation for 2017/18.

### 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.

### **3.1 The programme must be sustainable and fit for purpose.**

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

**Reason:** The education provider noted changes to how the programmes meet these standards, and as evidence, they referred the visitors to two counselling psychologist staff curriculum vitae (CVs) and a job advert for a third counselling psychologist post. The visitors noted from their review that whilst one of the two staff members is HCPC registered, the other person is still pending registration. The visitors also noted that the third post is earmarked for placement co-ordination. The education provider also stated in their mapping document that there are accredited therapists and psychologists who contribute to the delivery of the curriculum and/or doctoral research supervision, in addition to the two counselling psychologists. Although the visitors could see that the education provider had advertised for a third counselling psychologist post twice, they considered that staffing remains a concern in terms of both recruitment and retention and therefore, were unable to determine that the programmes had sufficient resources to deliver them effectively, particularly in the area of placement co-ordination. The visitors also noted that the education provider had provided 10 staff CVs who contribute to the programmes, the visitors could not determine whether all of them were full time staff or not.

In addition, the visitors noted in the course monitoring report 2018/19 that supervision capacity is rated as 'high risk' for the programmes, which they considered could be as a result of lack of staff with Doctorate research supervision experience. Given the lack of adequate staffing on the programmes, the visitors were unable to determine the programmes' sustainability and therefore they could not consider these standards as met.

**Suggested evidence:** Evidence showing that the programmes are sustainable. Evidence should demonstrate that there is an adequate number of appropriately qualified and experienced staff in place to deliver the programmes effectively. The education provider may wish to provide evidence that shows that there is now a placement lead in place, or a detailed recruitment strategy with timelines. In addition, the education provider may consider reviewing their recruitment or advertising process, for instance, they may wish to review where they are recruiting from/where they are advertising, and make relevant adaptations.

### **3.3 The education provider must ensure that the person holding overall professional responsibility for the programme is appropriately qualified and experienced and, unless other arrangements are appropriate, on the relevant part of the Register.**

**Reason:** For this standard, the visitors were referred to the staff profile, a Higher Education Role Analysis (HERA) document and a re-grading letter for the programme

lead. From their review of these documents, the visitors could see that the person who currently holds overall professional responsibility for the programmes is appropriately qualified and experienced and on the relevant part of the Register. However, the visitors could not see the process that the education provider has in place for appointing a suitable person to lead the programmes. As such, the visitors could not determine that there is an appropriate process which will ensure that the education provider will continue to appoint a suitable person and, if it becomes necessary, a suitable replacement. The visitors therefore require the education provider to demonstrate that they have an effective process for ensuring that the person with overall professional responsibility for the programmes is appropriately qualified and experienced.

**Suggested evidence:** Evidence, such as policy statement, person specification or job description, which demonstrate the education provider's process for identifying and appointing an appropriately qualified and experienced person to hold overall professional responsibility for the programmes.

**3.5 There must be regular and effective collaboration between the education provider and practice education providers.**

**3.6 There must be an effective process in place to ensure the availability and capacity of practice-based learning for all learners.**

**5.5 There must be an adequate number of appropriately qualified and experienced staff involved in practice-based learning.**

**Reason:** The education provider stated that there are no changes to how the programmes meet these standards. However, from reviewing the documentation, particularly the Placement Managers and Supervisors Forum email 2019 and the Feedback and ideas provided by placements 2019 documents, the visitors noted there were lots of feedback on practice-based learning (PBL) for the education provider to action. The visitors were unclear how oversight and monitoring takes place without a named Course Placement Officer and as such, they were uncertain about the effectiveness of the collaboration between the education provider and the practice education providers. The visitors also noted from the feedback document that there appeared to be a possible risk of losing placements if the relationship between the education provider and practice education providers was not managed.

The visitors could also see within the documentation that there were concerns raised around practice-based learning and the need to secure placements, in particular those working within the NHS. As such, the visitors could not determine that the programme had an effective process in place for ensuring availability and capacity of practice-based learning for all learners.

The visitors considered that lack of a placement officer since the programme became approved in 2017 did not provide assurance that there is adequate number of appropriately qualified and experienced staff involved in practice-based learning. The visitors therefore require evidence, which demonstrates effective collaboration between the education provider and the practice education providers, including evidence of adequate number of staff involved in PBL. Likewise, they would require evidence of the process in place for ensuring availability and capacity of PBL for all learners.

**Suggested evidence:** Evidence demonstrating regular and effective collaboration between the education provider and the practice education provider as well as showing that there is adequate number of adequately qualified and experienced staff involved in PBL. Further evidence to show that there is an effective process in place for ensuring availability and capacity of PBL for all learners.

### **3.7 Service users and carers must be involved in the programme.**

**Reason:** The visitors reviewed the Service user carer Participation Group Action Plan and the Service user carer interview panel flyer 2019 amongst other documents as part of the expanded evidence base for this audit. From their review the visitors could see that there were two service users on the Steering Committee, however, both members have now stepped down. The visitors could also see that the education provider had plans to recruit new service users, however, these plans are yet to materialise. The visitors noted in the Steering Committee Members 2018/19 document there was representation of service users, however, they were not clear if service users were actually involved in the programmes. Also, the visitors noted that the Service user carer Participation Group Action Plan stated that lack of reimbursement of service users and carers' time may be a major barrier to recruiting new members to the group. The visitors also considered that the lack of service user involvement might also be due to the lack of time allocated to the role, as currently, the programme lead is also the person responsible for this area. As the visitors could not see any involvement of service users and carers in the programme specifically, they could not determine that this standard was met.

**Suggested evidence:** Further evidence demonstrating service users and carers are involved in the programme. Evidence of how service users and carers contribute to the overall quality and effectiveness of 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 21 May 2020 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	York St John University
Name of programme(s)	MSc Physiotherapy (Pre registration), Full time
Date submission received	19 February 2020
Case reference	CAS-15666-Y0M4J8

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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.

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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:

Kathryn Campbell	Physiotherapist
Jed Jerwood	Arts therapist - Art therapist
John Archibald	HCPC executive

## Section 2: Programme details

Programme name	MSc Physiotherapy (Pre registration)
Mode of study	FT (Full time)
Profession	Physiotherapist
First intake	01 January 2013
Maximum learner cohort	Up to 30
Intakes per year	1
Assessment reference	AM09406

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
Practice based learning monitoring from the last two years	Yes
Service user and carer involvement 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 education provider must ensure that the person holding overall professional responsibility for the programme is appropriately qualified and experienced and, unless other arrangements are appropriate, on the relevant part of the Register.**

**Reason:** The visitors were informed the subject director role has professional responsibility for the programme. The visitors were able to see the job specification and recruitment process for this role. However, the visitors were not able to see information as to whether or not the person holding the role is on the relevant part of the HCPC register, and if not how the programme makes sure they are appropriate for the role and have access to the necessary information and resources for the relevant profession. The visitors therefore require further evidence of how the programme ensures the person holding overall professional responsibility for the programme is on the relevant part of the HCPC register, and if not how the programme makes sure they are appropriate for the role and have access to the necessary information and resources for the relevant profession.

**Suggested evidence:** Further information of how the programme ensures the person holding overall professional responsibility for the programme is on the relevant part of the HCPC register, and if not how the programme makes sure they are appropriate for the role and have access to the necessary information and resources for the relevant profession.

## 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 21 May 2020 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).