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Supplementary information for  
education providers

# Major change

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# Section one: Introduction

## **About us (the Health and Care Professions Council)**

We are the Health and Care Professions Council (HCPC) and we were set up to protect the public. To do this, we keep a register of professionals who meet our standards for their training, professional skills, behaviour and health.

Professionals on our Register are called 'registrants'. We currently regulate the following professions.

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

We may regulate other professions in the future. For an up-to-date list of the professions we regulate, please visit our website at [www.hcpc-uk.org](http://www.hcpc-uk.org)

Our Register is available on our website for anyone to search, so that they can check the registration of their professional.

## **Our main functions**

To protect the public, we:

- set standards for registrants' education and training, professional skills, conduct, performance, ethics and health;
- keep a register of professionals who meet those standards;
- approve programmes which professionals must complete to register with us; and
- take action when professionals on our Register do not meet our standards.

The Health Professions Order 2001 (the Order) says that we must set our standards to protect the public, and that we must set standards which are necessary for safe and effective practice. This is why our standards are set at a 'threshold' level (a minimum level of safe and effective practice).

## About this document

Following the approval of an education programme by us, the programme obtains what we refer to as ‘open-ended approval’ and is then subject to monitoring. The major change process requires education providers (EPs) to notify us of changes to the way in which a programme meets the standards of education and training (SETs) and the standards of proficiency (SOPs) so that we can gather appropriate evidence to show that all standards continue to be met.

We intend, so far as possible, to use and build upon your own processes for monitoring, drawing heavily on your existing documentation to remove the need for regular visits.

The major change process operates in conjunction with the annual monitoring and approval processes. Information on these processes can be found in the supplementary information documents available on our website. Changes should ideally be reported to us before they occur but it is possible to assess changes to programmes that have already taken place.

The information in this document is designed to clarify the major change process and to assist you in:

- assessing the impact of a change on how our standards are met;
- knowing when and how to tell us about changes; and
- preparing information to be submitted to us.

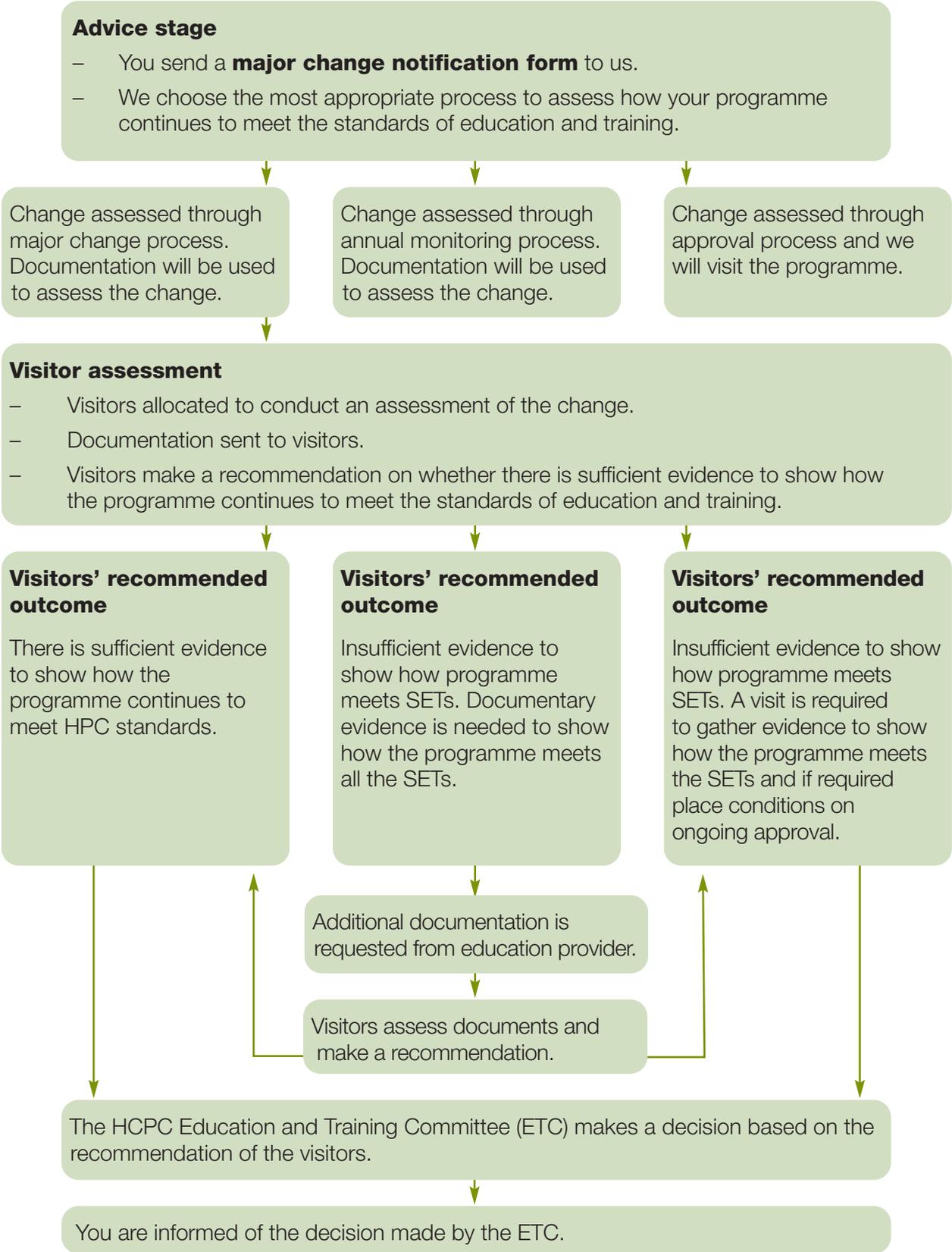
The process for telling us about a change is outlined in the flowchart and process description that follow.

Information about how changes may impact on how the SETs and SOPs are met can be found in **section four** and in the **appendix** of this document.

Throughout the document, ‘we’ refers to the HCPC and ‘you’ refers to the education provider and / or staff working on an approved programme.

# Section two: Flow chart of the major change process

The flow chart below has been designed to ensure the notification of major changes is complementary to our approval and annual monitoring processes.



# Section three: The process explained

We have provided the following points to expand on the steps outlined in the flow chart.

When a change occurs to a programme we expect you to consider the impact on how the SETs and SOPs continue to be met. However, we do not require you to notify us of every change to a programme. If a change does not have an impact on how a programme meets our standards it can be reported to us in annual monitoring. You should only notify us of changes to your programme that change:

- the overall way in which a programme meets our standards; and / or
- the way a programme is recorded on our website.

To help you make an assessment of the impact of a change we have provided examples of common changes to programmes and, in the appendix to this document, examples of how changes can impact each of the SETs.

We will not automatically make a decision to visit a programme as a result of periodic review. We require evidence of changes significant enough to require a visit. Therefore you will need to give details of what changes are intended to a programme so that we can make a decision about whether to visit or not. The major change process is designed to take periodic review cycles into consideration when assessing the most appropriate way to evidence how a programme continues to meet our standards.

You should make an assessment of changes to your programme against our standards. If it appears the programme has significantly changed the way in which it meets our standards, you should seek advice from us.

## Advice stage

You will complete the major change notification form. The form is designed to be completed electronically and can be downloaded from our website at

[www.hcpc-uk.org/education/downloads](http://www.hcpc-uk.org/education/downloads)

The form requires you to:

- provide contact details of the individual with whom we should correspond;
- summarise the change or changes to the way the programme meets our standards;
- notify us of any plans to approve the changes internally with a meeting; and
- notify us whether documentation is currently available to assess the changes or if it will become available at a later date.

You are not required at this time to submit supporting documentation, but any evidence to assist in the decision-making process will be useful.

We then assess the major change notification form. We will make a decision about which of our three processes are most appropriate to assess how the programme continues to meet our standards based on the information provided. We can decide to assess the impact of a change on our standards using the annual monitoring, major change or approval processes at this stage. If necessary, we may request additional information to assist in making this decision.

The decision is made on a case-by-case basis. But, in general terms, the table overleaf indicates some of the reasons why we might choose to use each of the processes.

Process used	Reason
Annual monitoring process	<ul style="list-style-type: none"> <li data-bbox="837 392 1428 425">– Change has no impact on our standards.</li> <li data-bbox="837 448 1428 515">– Change has been made but it is clear that our standards continue to be met.</li> <li data-bbox="837 537 1428 672">– Cumulative changes from previous annual monitoring or major change submissions do not have an impact on how our standards are met.</li> </ul>
Major change process	<ul style="list-style-type: none"> <li data-bbox="837 694 1380 795">– Change has been made to the programme that changes the way in which our standards are met.</li> <li data-bbox="837 817 1380 952">– Cumulative changes from previous annual monitoring or major change submissions have an impact on how our standards are met.</li> <li data-bbox="837 974 1380 1131">– When the change is mapped to our standards using the document in the appendix to this brochure there is no clear requirement to gather evidence using a visit.</li> <li data-bbox="837 1153 1428 1220">– A periodic review or revalidation meeting has not been scheduled by you.</li> <li data-bbox="837 1243 1444 1344">– Documentation is currently available from you to assess the impact of the change on our standards.</li> </ul>
Approval process	<ul style="list-style-type: none"> <li data-bbox="837 1366 1380 1467">– A change has been made to the programme that changes the way in which our standards are met.</li> <li data-bbox="837 1489 1380 1624">– Cumulative changes from previous annual monitoring or major change submissions have an impact on how our standards are met.</li> <li data-bbox="837 1646 1444 1803">– When the change is mapped to our standards using the document in the appendix to this brochure there is a clear requirement to gather evidence using a visit.</li> <li data-bbox="837 1825 1444 1937">– A periodic review or revalidation meeting has been scheduled by you and there is sufficient time to fit it into our visit calendar.</li> <li data-bbox="837 1960 1428 2116">– Documentation is not currently available from you to assess the impact of the change on our standards as it is being prepared for a periodic review or revalidation meeting.</li> </ul>

If the decision is made to assess the changes through the annual monitoring process you will be required to provide information on the change when the next annual monitoring audit is completed, so that the change can be contextualised with other changes to the programme.

If the decision is made to assess how the programme continues to meet our standards through the approval process then you will be informed and asked to complete a visit request form.

If the decision is made to assess how the programme continues to meet our standards through the major change process then information will be sent to our visitors to make an assessment.

### Visitor assessment

Once the decision has been made to send documents to visitors for assessment we will begin allocating visitors to conduct the work.

Normally, two visitors assess the changes to the programme under consideration. At least one visitor is from the relevant part of the Register. All visitors undergo a conflict of interest process.

You will be required to map the impact of the change against the standards of education and training **using a major change standards of education and training mapping template**. You may need to submit documentation to us at this time, but you will only be required to provide evidence of how our standards are met if a standard is impacted by the changes to the programme.

The mapping template should make reference to supporting documentary evidence of how our standards continue to be met. This documentation will vary depending on the changes and on the impact on our standards.

For guidance on the documentary evidence that you could submit, consult the appendix to this document or our standards of education and training guidance document.

In summary, we require the following documentation from you to send to the visitors.

- Major change notification form (which will already have been submitted as part of the advice stage of the major change process).
- Major change standards of education and training mapping template.
- Supporting documentation to evidence how the programme meets our standards.

We will send the documentation to the visitors along with previous reports from the approval, annual monitoring and major change processes. These reports allow the visitors to contextualise the changes within the history of the development of the programme.

The visitors will then make an assessment of all the available information and recommend an outcome to the Education and Training Committee.

### Visitors' recommended outcome

The visitors will consider if there is sufficient evidence to show how the SETs and SOPs continue to be met. The information provided in appendix two of this document will assist the visitors with their considerations.

Visitors can make the following recommendations.

- There is sufficient evidence to show the programme continues to meet our standards. This recommendation will be sent to the Education and Training Committee (ETC) who will make a decision based on the recommendation. We will send you a formal letter informing

you of the ETC's decision. We will expect the changes to be notified to us in the next annual monitoring audit so that they can be placed in the context of any other changes.

- There is insufficient evidence to show how the programme continues to meet our standards. A visit is required to gather evidence to show how the programme meets the SETs and SOPs and, if required, place conditions on ongoing approval. This recommendation will be sent to the ETC who will make a decision based on the recommendation. We will send you a formal letter informing you of the ETC's decision. You will be required to complete a visit request form. We will normally require the visit request form to be submitted six months before the visit.

Where possible, if the major change means the programme falls into the approval process, we try to use the services of the visitors who were involved in the assessment of the change.

- There is insufficient evidence to show how the programme meets the SETs. Additional documentary evidence is needed to show how the programme meets all the SETs as there is no clear requirement for an approval visit. We will request the additional documentation from you. The visitors assess the additional documentation and make a further recommendation. The further recommendation can only be one of the two preceding recommended outcomes.

# Section four: What is a major change?

A major change is a change to a programme of study that significantly alters the way in which our standards of education and training are met and therefore how graduates will attain the standards of proficiency. Not all changes to a programme are major changes.

When a change occurs to a programme we expect you to consider the impact on how the SETs and SOPs continue to be met. To assist you with this assessment and to help you understand how we make our decisions, this section of the document relates some common examples of changes to programmes and what the impact on our standards can be. The examples will be presented in the order of the standards of education and training. More detailed information on how changes can impact on each of the standards of education and training can be found in the appendix to this document.

There are no clear guidelines or criteria on how a change can impact on how our standards are met. The following examples, and those in the appendix, are designed to clarify the decision-making process. Please note that these are examples only and in no way exhaust all the potential changes to a programme that can have an impact on our standards. We will assess each change and its impact on a case-by-case basis.

## SET 1 – Level of qualification for entry to the Register

### Example

**A programme of study already being delivered as a Bachelor with honours award is planned to be delivered as a Masters qualification as a result of a profession-wide development.**

This change has a significant impact across all the SETs. When the academic level of the qualification changes we would expect there to be changes in the admissions requirements,

programme management and resources, the curriculum, its assessment and practice placement coordination.

For example, Bachelor and Masters programmes often have different durations and we would expect there to be logistical changes that affect our standards, such as timetabling, access to teaching suites, and the timings and duration of practice placements. Some of these logistical considerations would also be the management of the transition years whilst the Bachelor programme is completed.

A change of this kind would affect the students accessing the programme and the entry requirements. Additionally, the different type of student will require differing resources such as access to an amended recommended reading list, and a different kind of academic support and supervision. These changes might have physical resource or training implications.

A change of this kind necessitates a large number of changes across all the SETs. The recommendation visitors would have to make would be that a new programme of study had been created by the changes. We would require a visit as the only appropriate evidence-gathering method to show that the programme and its graduates met our standards. Therefore, rather than require documentary evidence, we would channel this change directly to our approval process and begin arranging a visit.

## SET 2 – Programme admissions

### Example

**One of the entry requirements for a programme was set at three Cs at A Level (240 UCAS points). Owing to high demand for the programme the new entry requirement will be set at three Bs (300 UCAS points).**

A change to the specific entry requirements for a programme can have a significant impact on

a programme's ability to meet the SETs. The two particular standards that might be affected are SET 2.1 and 2.5. The latter is the standard that requires appropriate academic entry standards for the programme. In this particular change, the entry standard is being increased and there is no risk the new entry standard will fall below the threshold level. The impact on SET 2.1 is that a change to an entry requirement will need to be clearly indicated to prospective students and applied uniformly by admissions staff. Although two SETs have been affected by the change, the impact has been to exceed the threshold standard and to update sources of information for applicants and staff. Accordingly, this change would be considered minor.

If the change was to reduce entry standards there may be a considerable impact on other areas of the programme such as teaching and learning. Therefore we would require evidence to show the entry standard was still appropriate to the programme.

### Example

**A programme for radiography assistant practitioners has been running for some time. A route is planned to progress students from the assistant practitioner programme to become radiographers. The intention is to allow graduates from the assistant practitioner programme to enter into year two of the approved pre-registration Bachelors programme. A bridging module is intended to fill gaps in knowledge between completion of the assistant practitioner programme and year one of the pre-registration Bachelors programme. The existing accreditation of prior (experiential) learning policy will have to be amended.**

The change is major in nature although it only affects the approved programme by making a change to the way SETs 2.5 and 2.6 are met. The evidence that makes this change major

comes from the intended regularity of the use of the pathway, the requirement for a bridging module and the amendment of the existing accreditation of prior (experiential) learning policy. We regard a change like this as a new pathway through the programme. We would require evidence to illustrate how the assistant practitioner programme, the bridging module, the accreditation of prior (experiential) learning process and the remaining years of the already approved pre-registration programme ensure graduates meet all of the SOPs for radiographers. It may be possible to assess this by documentation, but the number of individual changes would make a visit useful. We might want to meet the students on the assistant practitioner programme, the programme team, practice-placement providers and conduct a tour of resources. We would be trying to establish not only if a graduate from the new pathway will be a safe and effective practitioner but also what the impact of the new student group will be on teaching, learning and resources for the already approved programme.

It is important to note that occasional use of an existing accreditation of prior (experiential) learning policy to allow an individual to progress from an assistant practitioner course to a pre-registration programme would not constitute a major change.

### SET 3 – Programme management and resources

#### Example

**The education provider (EP) has been granted taught-degree awarding powers. All the programmes will now be validated by the EP and the name of the institution will change to reflect university status.**

This change has an impact on SET 3.1 as we need to understand how the programmes fit into the business plan of the newly

independent institution. Obviously a risk to the security of the programme can have a wide-ranging impact across all the SETs. We would require evidence from someone with sufficient authority to confirm that the programmes are still intended to be part of the institution's portfolio and there are no other changes to any of the SETs. If there were other changes to the ways in which the SETs were met we would need to consider those changes and assess how to gather evidence of how our standards are still being met.

The change to the name of the institution will not have an impact on the SETs. However, a change will need to be made to our list of approved programmes. Therefore, we would expect you to make contact with us to formally notify us of a name change to an institution or programme. At that time we will seek information to check if any of our standards are impacted.

### Example

**An institution is consolidating its campuses and as a result all the approved programmes are being relocated to a new site.**

A change to the location of delivery will have a significant impact on how a programme meets some of the SETs. However, a change in location does not necessarily require a visit. We have successfully assessed changes in location as a documentary exercise. If there are no major building works or refurbishment required and all the resources available to the programme are being transferred, it may be possible to assess how the programme will continue to meet our standards by receiving documentary evidence. A project plan for the relocation, plans of new facilities and photographic images would all be appropriate methods to show how resources have been or will be successfully relocated.

However, in some instances a visit to an institution may be the only effective method to gather evidence. We might want to meet the programme team, senior management and students, and conduct a tour of the available resources. A visit might be appropriate if there is a risk that the relocation will have an effect on whether those who complete the programme continue to meet the SOPs.

## SET 4 – Curriculum

### Example

**As a result of an amendment to the curriculum guidance, new learning outcomes are added to a 'professional aspects of practice' module. The new learning outcomes, relating to changes in the law, displace learning outcomes relating to ethical considerations of practice. The displaced learning outcomes are to be delivered in the practice setting.**

This change to move learning outcomes to the practice setting can result in a major change. If the practice educators are already sufficiently able to deliver the learning outcomes the change should not impact on the SETs or a graduate's ability to meet the SOPs. However, the change may be major if the practice educators have not been involved in the decision to move learning outcomes, require additional training and support to be able to deliver and assess the learning outcomes, and there are impacts on other learning outcomes as a result. We would require evidence to show: there has been collaboration between the EP and placement providers; additional practice educator sessions are given; and confirmation of the total effect on the learning outcomes.

Changes to SET 4 often lead to evidence being required to illustrate how graduates will continue to meet the SOPs. If possible, we will map the changes to the curriculum in a documentary process, but if the changes have

an impact on physical resources, staff, placement educators or students, a visit might be appropriate to speak with relevant people or inspect resources.

### SET 5 – Practice placements

#### Example

**A new practice placement setting is identified. The placement provider is approved using the existing processes for approval and audit of placements.**

If a placement provider is approved using the existing mechanism of approval and audit there is not an impact on the SETs or the SOPs. This change can be reported to us in the next annual monitoring audit.

#### Example

**A new practice placement model is proposed. The programme previously featured three extended block placements each in differing areas of practice. The new model for practice placements moves away from block placements and provides three days each week in the academic setting and two days each week in the practice setting throughout the duration of the programme.**

This change has a major impact on a number of SETs. The primary impact is on practice placement resources. We would expect to see the collaboration between EP and placement providers. We would need to see that there are sufficient placement educators available to supervise students across a longer period of time. It would not be unusual for the delivery of the curriculum to change as a result of a change to the placement patterns to ensure effective integration of theory and practice. There may also be an impact on the way in which students are able to access resources. If the changes cascade in this way across all

the standards, the most appropriate method to gather evidence of the way the programme continues to meet our standards may be a visit. On a visit we would need to meet with the programme team, students and placement providers.

### SET 6 – Assessment

#### Example

**The external examiner has reached the end of their term. A new external examiner has been appointed and is on the appropriate part of the HCPC Register.**

This change does not have an impact on the SETs. The specific standard that relates to this change is SET 6.11. This requires assessment regulations to stipulate that at least one external examiner must be on the relevant part of our Register unless other arrangements are agreed. If the new external examiner is not on our Register a major change has occurred and we need to apply the “unless other arrangements are agreed” element of this standard. The submission should explain why the external examiner will not be from the relevant part of the Register and why the new examiner is appropriately experienced and qualified. We would normally require a CV for the new external examiner to allow our visitors to assess whether they have appropriate experience and qualifications.

#### Example

**A change has occurred to institutional assessment regulations. The number of credits that may be condoned has been increased. The programme has been automatically affected by this change, but exemption from this regulation has been gained on the basis of a requirement of the regulatory body.**

In this example a major change has occurred to the programme. With additional credits

#### Section four: What is a major change?

available to be condoned, the risk of a graduate not attaining the SOPs is increased. In this case the EP has already taken steps to gain exemption from this institution-wide regulation using programme-specific regulations. This change could be assessed using only documentation if the programme-specific regulations were made available.

# Section five: Glossary

<b>Annual monitoring (AM)</b>	The annual HCPC process to ensure approved programmes continue to meet the SETs and that those completing the programme will meet the SOPs.
<b>Awarding institution</b>	The education provider who validates / awards the final qualification.
<b>Approval</b>	Our process of validation and accreditation that leads to decisions about the ability of a programme to meet the requirements of the SETs.
<b>Education and Training Committee (ETC)</b>	The statutory committee at the HCPC with responsibility for education and training matters.
<b>Education provider (EP)</b>	The establishment at which a programme is delivered or by which a qualification is awarded.
<b>External examiners</b>	Appointed by education providers to monitor the assessment process for the academic and practice elements of programmes, and to ensure that professional and academic standards are met.
<b>HCPC partner</b>	See 'visitor'.
<b>Institution</b>	See 'education provider'.
<b>Major change</b>	A change to a programme that has a significant impact on teaching and learning or resources and on our SETs and SOPs.
<b>Major change process</b>	Our process for assessing if a change to a programme is a major change.
<b>Programme</b>	The academic provision, practice placements, assessment, qualification and EP which in totality form the programme for approval purposes. This equates to an academic award.
<b>Standards of education and training (SETs)</b>	The standards which education providers must meet to ensure all those completing an approved programme meet the SOPs.
<b>Standards of proficiency (SOPs)</b>	The standards required of registrants and those applying for registration for the safe and effective practice of their profession.
<b>Visitor</b>	A HCPC partner appointed to visit and approve education programmes.

# Section six: Contact details

If you have any questions regarding the process for submission of major changes, please contact us at the following address.

Education Department  
The Health and Care Professions Council  
184 Kennington Park Road  
London SE11 4BU

tel +44 (0)207 840 9812  
fax +44 (0)207 820 9684

You can also email us at  
[majorchange@hcpc-uk.org](mailto:majorchange@hcpc-uk.org) or see our website  
at [www.hcpc-uk.org](http://www.hcpc-uk.org)

# Appendix: Examples of how changes can impact on the standards of education and training

Standard of education and training	Potential changes to the way in which a programme meets a standard	Evidence required to assess the programme continues to meet the standard of education and training	Other standards of education and training that may be affected
<b>1. Level of qualification for entry to the Register</b>			
<p><b>1.1</b> The Council normally expects that the threshold entry routes to the Register will be the following:</p> <p>Bachelor degree with honours for:</p> <ul style="list-style-type: none"> <li>- biomedical scientists (with the Certificate of Competence awarded by the Institute of Biomedical Science, or equivalent);</li> <li>- chiroprodists / podiatrists;</li> <li>- dietitians;</li> <li>- occupational therapists;</li> <li>- orthoptists;</li> <li>- physiotherapists;</li> <li>- prosthetists / orthotists;</li> <li>- radiographers; and</li> <li>- speech and language therapists.</li> </ul> <p>Masters degree for the arts therapies.</p>	<p>A change to the academic level of a qualification would have a cascade effect across the standards of education and training.</p> <p>A change such as an upgrade of the award from Bachelors with honours to Masters would require the addition of increased reliance on student-centred learning requiring a different type of student support and augmentation to the delivery and assessment of learning outcomes. Durations of the programmes of study at different levels also vary and this will lead to changes in logistical planning, such as placement coordination and access to learning resources.</p>	<p><b>With the cascade effect of the change the only appropriate evidence would be to conduct an approval visit and use all the standard documentation that is required as part of the approval process.</b></p>	<p>SET 2, SET 3, SET 4, SET 5 and SET 6.</p>

<p>Masters degree for clinical scientists (with the Certificate of Attainment awarded by the Association of Clinical Scientists, or equivalent).</p> <p>Foundation degree for hearing aid dispensers.</p> <p>Diploma of Higher Education for operating department practitioners.</p> <p>Equivalent to Certificate of Higher Education for paramedics.</p> <p>Professional doctorate for clinical psychologists.</p> <p>Professional doctorate for counselling psychologists, or equivalent.</p> <p>Professional doctorate for educational psychologists, or equivalent.</p> <p>Masters degree for forensic psychologists (with the award of the British Psychological Society qualification in forensic psychology, or equivalent).</p> <p>Masters degree for health psychologists (with the award of the British Psychological Society qualification in health psychology, or equivalent).</p>	<p>Accordingly it could be anticipated that there would be an effect on: admissions standards, programme and resource management standards, curriculum standards, placement management standards and assessment standards. In effect we would view this change as generating a new programme.</p>
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<p>Masters degree for sport and exercise psychologists (with the award of the British Psychological Society qualification in sport and exercise psychology, or equivalent).</p>			
<p><b>2. Programme admissions</b></p>			
<p><b>2.1</b> The admissions procedures must give both the applicant and the education provider the information they require to make an informed choice about whether to take up or make an offer of a place on a programme.</p>	<p>Any change to the programme significant enough to impact upon a student's decision to take up an offer on the programme must be reflected in the admissions procedures and advertising material.</p> <p>For example, in the event of a change in location of delivery, the new location must be made clear in the advertising material.</p> <p>Also a change in the admissions requirements must be clear in the admissions procedures.</p> <p>Accordingly, this standard will be impacted by its interrelation with the remaining standards under SET 2 and the standards under SET 1, 3, 4, 5 and 6. The changes to the way in which a programme meets the other standards will determine that SET 2.1 has been impacted.</p>	<p>The evidence for this standard to be met is documentary in nature: letters and information for applicants, advertising material on websites and in a prospectus, in presentations or at open days.</p>	<p>This standard is unlikely to impact upon others, rather it is more likely to be impacted by changes to the way in which other standards are met.</p>

<p><b>2.2</b> The admissions procedures must apply selection and entry criteria, including evidence of a good command of reading, writing and spoken English.</p>	<p>A change like this is unlikely to be major in its own right, but the cause of change to the way in which a programme advertises itself may well be major.</p> <p>A reduction to the particular entry requirement relating to English language ability of students may make it difficult for a student once graduated to meet the threshold entry level for access to the HCPC Register. Therefore this would be a major change as we would require evidence to indicate how the language ability of someone who completes a programme is assured.</p> <p>However, a change to increase the level required in English language testing would normally be considered minor as it exceeds the threshold standard.</p>	<p>The evidence for this standard would be documentary in nature and would include the information provided to applicants and the rationale for the change. It might be appropriate to provide information illustrating the English language support mechanisms available to students.</p>	<p>SET 2.1, 3.11, 3.12 and 4.1.</p>
<p><b>2.3</b> The admissions procedures must apply selection and entry criteria, including criminal convictions checks.</p>	<p>A change to increase the level or regularity of CRB checks on students will be considered a minor change as it impacts the standard only to exceed the threshold.</p>	<p>This change can be assessed normally using only documents. We would require information about how CRB checks (or equivalent) will be performed along with a rationale for the change.</p>	<p>SET 2.1, 3.16, 4.1 and 4.5.</p>

<p><b>2.4</b> The admissions procedures must apply selection and entry criteria, including compliance with any health requirements.</p>	<p>A change to devolve responsibility of checking CRB records or to reduce the instances or level of the CRB check will be considered a major change and require assessment by the visitors.</p> <p>A change to increase the level or regularity of occupational health tests will be considered a minor change as it impacts the standard only to exceed the threshold.</p> <p>A change to devolve responsibility or reduce the level or regularity of occupational health testing or monitoring would be considered a major change and require assessment by the visitors.</p>	<p>This change can be assessed normally using only documents. We would require information about how occupational health checks will be performed along with a rationale for the change.</p>	<p>SET 2.1, 3.16 and 4.1.</p>
<p><b>2.5</b> The admissions procedures must apply selection and entry criteria, including appropriate academic and/or professional entry standards.</p>	<p>A change to increase the level of academic or professional entry standards to the programme would be considered a minor change as it impacts the standard only to exceed the threshold.</p> <p>A change to devolve responsibility or reduce the level of academic or professional entry standards to the programme would be considered a major change and require assessment by visitors.</p>	<p>This change can be assessed normally using documents. We would need information about how academic and/or professional qualifications are assessed. There may be policy or protocol documents appropriate to evidence how this standard is met along with a rationale for the change.</p>	<p>SET 2.1 and 4.1.</p>

<p><b>2.6</b> The admissions procedures must apply selection and entry criteria, including accreditation of prior (experiential) learning and other inclusion mechanisms.</p>	<p>A change to the accreditation of prior (experiential) learning processes can lead to significant changes to a graduate's ability to meet the standards of proficiency.</p> <p>In cases where accreditation of prior (experiential) learning is used to exempt students from components of a programme we require evidence of how the programme team satisfy themselves that a student will attain all the required learning outcomes related to the standards of proficiency.</p> <p>In some cases, accreditation of prior (experiential) learning process changes are significant enough for us to consider that a new pathway through the programme has been established. These cases would most definitely be considered a major change.</p>	<p>You may want to show how you involve service users in your admissions and selections procedures. For example, how service users are involved in short-listing or interview processes or the design of interview questions or scenarios.</p>	<p>SET 2.1, 2.2, 3.2 and 4.1.</p>
<p>The policy or procedural document for accreditation of prior (experiential) learning is normally the most appropriate evidence.</p> <p>We will require more information for cases where we have advised that the use of accreditation of prior (experiential) learning on a regular basis to bring a common group of applicants with a common qualification or level of experience appears to be a new pathway through the programme.</p> <p>For example, in some cases, bridging modules are used and we would expect to see how this module fills the gap in learning outcomes and how the entry requirements for the programme ensure that graduates will be able to meet the standards of proficiency.</p>	<p>The policy or procedural document for accreditation of prior (experiential) learning is normally the most appropriate evidence.</p> <p>We will require more information for cases where we have advised that the use of accreditation of prior (experiential) learning on a regular basis to bring a common group of applicants with a common qualification or level of experience appears to be a new pathway through the programme.</p> <p>For example, in some cases, bridging modules are used and we would expect to see how this module fills the gap in learning outcomes and how the entry requirements for the programme ensure that graduates will be able to meet the standards of proficiency.</p>	<p>The policy or procedural document for accreditation of prior (experiential) learning is normally the most appropriate evidence.</p> <p>We will require more information for cases where we have advised that the use of accreditation of prior (experiential) learning on a regular basis to bring a common group of applicants with a common qualification or level of experience appears to be a new pathway through the programme.</p> <p>For example, in some cases, bridging modules are used and we would expect to see how this module fills the gap in learning outcomes and how the entry requirements for the programme ensure that graduates will be able to meet the standards of proficiency.</p>	<p>SET 2.1, 2.2, 3.2 and 4.1.</p>

<p><b>2.7</b> The admissions procedures must ensure that the education provider has equality and diversity policies in relation to applicants and students, together with an indication of how these will be implemented and monitored.</p>	<p>Occasional uses of accreditation of prior (experiential) learning to allow entry to the programme or exemption from components of the programme to individuals with experience or qualifications not specified in the accreditation of prior (experiential) learning policy would be considered minor.</p>	<p>Appropriate evidence for this standard would normally be the policies for equality and diversity along with the implementation schedules and monitoring processes.</p>	<p>SET 2.4, 3.11, 3.12 and 5.5.</p>
<p>A change to equality and diversity policies which includes additional protection for individuals as a result of changes to existing legislation or the introduction of new legislation will be considered a minor change.</p> <p>Increases in the regularity or intensity of review and monitoring of the implementation of equality and diversity policies would also be considered a minor change.</p> <p>The removal of a group from coverage under the policies or a reduction in the frequency or intensity of the monitoring of implementation of the policies may result in a major change.</p>			

<b>3. Programme management and resources</b>			
<p><b>3.1</b> The programme must have a secure place in the education provider's business plan.</p>	<p>Changes to a programme's ability to meet this standard will most likely come from new threats to a programme. For example, if funding for a programme is restricted, or facilities are no longer accessible to students and programme staff, questions are raised about the security of the programme. Any risks to the programme must be adequately addressed and accordingly would be considered major changes. In the cases where the programme is franchised or part of a partnership agreement, specific consideration must be given to changes at each of the partner organisations.</p>	<p>The range of threats to a programme is wide, so it is difficult to stipulate specific documentation that would allow visitors to make an assessment. The standard planning documents – such as planning statements issued to HEFCE, SHEFC, HEFCW and Department of Health Commissioners would provide an overview of the changes, however it is most likely that specific documentation would be required to address the changes.</p> <p><b>In some cases of a change to the way in which this standard is met, it may be appropriate to conduct a meeting with the senior team and programme team (and depending on the nature of the change: students and placement providers).</b></p>	<p>If the programme's security is in jeopardy then the impact can range across much of SET 3 and SET 5 and if staff are limited then elements of the curriculum and assessment may be at risk and so SET 4 and SET 6 may be impacted.</p>
<p><b>3.2</b> The programme must be effectively managed.</p>	<p>Changes to the management structure and processes can be minor in some cases and major in others. The impact of the change is the determiner in these types of changes.</p>	<p>The documentation required to evidence the continued approval of this standard might be: external examiners' reports and responses to these reports; a critical review of current arrangements (self-evaluation documents); student</p>	<p>If the programme management processes and structure change the impact can range across much of SET 3 and SET 5 and if staff resources are affected then elements of the curriculum and assessment may be at risk and so</p>

<p><b>3.3</b> The programme must have regular monitoring and evaluation systems in place.</p>	<p>For example, a change to the committee structure that manages the functions of the department would be minor as long as the way in which the other standards of education and training were met was the same.</p> <p>Such a change could be considered major if the restructure in the management systems changed elements of quality control. For example, the quality assurance systems for an education provider might change to remove the requirement for revalidation cycles and provide more intensive and more regular monitoring mechanisms.</p> <p>Though this is an extreme example, it is possible to see how the change to programme management systems could have a significant impact across all the standards.</p>	<p>feedback analysis; service user feedback analysis; placement provider feedback analysis; annual reports and reviews; quality audits of placements; action plans and evidence of action taken; and amended partnership agreements.</p> <p><b>In some cases of a change to the way in which this standard is met, it may be appropriate to conduct a meeting with the senior team and programme team (and depending on the nature of the change: students and placement providers).</b></p> <p><b>Remember that changes in faculty / school / division / department structures can impact on address details and contact names so please keep us updated.</b></p>	<p>SET 4 and SET 6 may be impacted.</p>
<p></p>	<p>Changes to increase the level and / or frequency of monitoring and evaluation of a programme to exceed the threshold level of this standard would be considered a minor change.</p>	<p>The documentation required to evidence the continued approval of this standard might be: external examiners' reports and responses to these reports; a critical review of current arrangements (self-evaluation documents); student feedback</p>	<p>SET 3.2, 3.8, 3.9, 4.2, 4.4, 4.8, 5.4 and 6.6.</p>

<p>A change to decrease the level and / or frequency of monitoring and evaluation of a programme may be considered a major change.</p>	<p>analysis; service user feedback analysis; placement provider feedback analysis; annual reports and reviews; quality audits of placements; action plans and evidence of action taken; and amended partnership agreements.</p> <p><b>In some cases of a change to the way in which this standard is met, it may be appropriate to conduct a meeting with the senior team and programme team (and depending on the nature of the change: students and placement providers).</b></p>	<p>The programme leader is expected to take a role in much of the management of the programme so it could be anticipated that many elements of the programme may be impacted. It is difficult to predict how far this impact may extend. However, the specific standards that are most likely to be affected are 3.2, 3.5, and 3.6 as the staff profile and management of the programme will change.</p>
<p><b>3.4</b> There must be a named person who has overall professional responsibility for the programme who must be appropriately qualified and experienced and, unless other arrangements are agreed, be on the relevant part of the Register.</p>	<p>There are two changes that can occur to the way in which a programme meets this standard:</p> <ul style="list-style-type: none"> <li>- the programme leader leaves and is replaced by a new programme leader; and / or</li> <li>- the programme leader was but is no longer registered.</li> </ul> <p><b>Remember that changes to programme leaders can impact on address details and contact names so please keep us updated.</b></p>	<p>The key documentary evidence for this change is the CV of the programme leader. If a new programme leader is not registered there must be sufficient evidence of the required qualifications and experience.</p>

<p><b>3.5</b> There must be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.</p>	<p>Additions to the programme team or development of individuals to enhance the delivery of the programme exceed the threshold standard and so would be considered a minor change.</p> <p>A reduction in the staff profile may be considered major depending on the impact to the programme. In cases where members of staff with significant responsibilities in teaching, management and personal tutoring leave the programme, we will require information about how the workload has been distributed amongst the team or been given to an appropriate replacement. We would also need information about how this change to the staff profile still ensures there is an appropriate number of appropriately qualified staff.</p> <p>If the number of students on the programme increases then the number of staff may no longer be adequate. We normally consider a 25 per cent increase in student numbers to be a major change.</p>	<p>There is a wide range of documentation available to evidence how this standard is met but CVs of any new staff who are taking over areas of programme delivery and management would be the most common.</p> <p>It may also be appropriate to submit information illustrating how the responsibilities of staff who have left have been appropriately delegated to other members of the programme team.</p>	<p>SET 3.2, 3.4 and 3.6.</p>
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<p><b>3.6</b> Subject areas must be taught by staff with relevant specialist expertise and knowledge.</p>	<p>Additions to the programme team or development of individuals to enhance the delivery of the programme exceed the threshold standard and so would be considered a minor change.</p> <p>A reduction in the staff profile may be considered major depending on the impact to the programme. In cases where members of staff leave a programme and accordingly there is a lack of expertise or knowledge in a particular area we will require information about how the shortfall in expertise is being addressed.</p>	<p>There is a wide range of documentation available to evidence how this standard is met but CVs of any new staff who are taking over areas of programme delivery would be the most common.</p> <p>It may also be appropriate to submit information illustrating how the responsibilities of staff who have left have been appropriately delegated to other members of the programme team.</p>	<p>Changes to the standard may also affect other staff and management standards of education and training. In particular, reference should be made to SET 3.2, 3.4 and 3.5.</p> <p>There may also be an impact on the standards of proficiency if there are not appropriate people in place to deliver profession-specific knowledge.</p>
<p><b>3.7</b> A programme for staff development must be in place to ensure continuing professional and research development.</p>	<p>A change to increase the funding and opportunities available for staff development exceeds the threshold standard and so will be considered a minor change.</p> <p>A change to decrease the funding and opportunities for staff development may be a major change depending on the scale of the changes.</p>	<p>The documentation required to evidence this standard is most likely to be a staff development policy either at an institutional or more local level. Evidence of recent development activity would also be appropriate to show how staff have been developing.</p>	<p>This standard is mostly affected by other standards; such as 3.1, 3.2, 3.4, 3.5 and 3.6.</p>

<p><b>3.8</b> The resources to support student learning in all settings must be effectively used.</p>	<p>It is important that the staff on the programme have appropriate opportunities for research and professional development. If the reduction in funding and opportunities for staff development might risk staff not being developed appropriately then we will need to see what measures have been put in place to protect staff development.</p>	<p>The documentation to evidence this standard may be: lists of equipment, plans of buildings, photographic images of facilities, student handbooks, library stock listings, and service user involvement in supported student learning.</p> <p><b>Resource issues can be addressed by meetings at a visit. In particular, we may wish to conduct a tour of facilities, meet the senior team and programme team and / or the students.</b></p>	<p>It is possible to consider that the programme's currency may be affected by the programme team's ability to develop themselves and so SET 4.4 may be impacted.</p>
<p><b>3.9</b> The resources to support student learning in all settings must effectively support the required learning and teaching activities of the programme.</p>	<p>An increase in resources will exceed the threshold standard and so will be considered minor. Please note that the standard requires also that resources are effectively used and so consideration must be given to this when new resources are acquired.</p> <p>A reduction in resources or access to resources available to the programme may be considered a major change if there is a risk that there are no longer appropriate resources to service the programme.</p> <p>A change to increase or improve resources available to students would be considered a minor change as it would exceed the threshold standard.</p>	<p>The documentation to evidence this standard may be: lists of equipment, project plans for transfer of facilities, plans of buildings, photographic images</p>	<p>SET 3.1, 3.2, 3.9, 3.10 and 3.11.</p> <p>SET 3.1, 3.2, 3.8, 3.10 and 3.11.</p>

<p><b>3.10</b> The learning resources, including IT facilities, must be appropriate to the curriculum and must be readily available to students and staff.</p>	<p>A change to relocate resources may be a major change depending on the scale of the relocation (ie from one room to another on the same campus or to a new site altogether; or moving one piece of equipment or an entire suite of equipment).</p> <p>A change to reduce the facilities available may be a major change depending on the scale of the reduction.</p>	<p>of facilities, student handbooks, and library stock listings.</p> <p><b>Resource issues can be addressed by a visit also. In particular, we may wish to conduct a tour of facilities, meet the senior team and programme team and / or the students.</b></p>	<p>SET 3.1, 3.2, 3.8, 3.9 and 3.11.</p>
	<p>A change to increase or improve learning resources available to students would be considered a minor change as it would exceed the threshold standard.</p> <p>A change to relocate learning resources may be a major change depending on the scale of the relocation (ie from one room to another on the same campus or to a new site altogether; or moving some shelves or the entire library stock).</p>	<p>The documentation to evidence this standard may be: lists of equipment, project plans for transfer of facilities, plans of buildings, photographic images of facilities, student handbooks, and library stock listings.</p> <p><b>Resource issues can be addressed by meetings at a visit also. In particular, we may wish to conduct a tour of facilities, meet the senior team and programme team and / or the students.</b></p>	

<p><b>3.11</b> There must be adequate and accessible facilities to support the welfare and wellbeing of students in all settings.</p>	<p>A change to increase access to or provision of facilities to deliver student welfare or wellbeing services exceeds the threshold standard and so will be considered a minor change.</p> <p>A change to relocate or reduce access to student welfare or wellbeing services may be considered a major change depending on the scope of the change.</p>	<p>Information provided to students in handbooks is normally appropriate to assess whether there are sufficient welfare and wellbeing services.</p> <p>If students need to travel or access some of these facilities at different locations then we will need to see how students are able to travel or access staff through alternate means.</p> <p><b>One of the ways that this standard can be assessed is by a tour of resources and meetings with the programme team and students.</b></p>	<p>SET 3.5, 3.12, 5.6, 5.7 5.8 and 5.11.</p>
<p><b>3.12</b> There must be a system of academic and pastoral student support in place.</p>	<p>A change to increase availability of and access to academic and pastoral student support would be considered a minor change as it exceeds the threshold standard.</p> <p>A change to reduce availability of and access to academic or pastoral student support may be considered major depending on the scale of the change.</p>	<p>The documentary evidence used for this standard would be provided normally in a student handbook or online facilities to access student support.</p> <p><b>One of the ways that this standard can be assessed is by a tour of resources and meetings with the programme team and students.</b></p>	<p>SET 3.5, 3.11, 5.6 and 5.8.</p>

<p>A change to use an alternate method of delivery of academic and pastoral student support, such as online delivery, would be considered minor as long as the potential for access remains the same or increases.</p>		
<p><b>3.13</b> There must be a student complaints process in place.</p> <p>A change to improve or enhance the students complaints process would also need to consider how any changes are communicated to students. This type of change would be considered minor.</p> <p>A change to decrease the scope of the student complaints process, its transparency, perceived fairness and the areas to which it would be applicable may be considered a major change.</p> <p>For example, an education provider may change the process to stipulate students may only complain about programme related issues. This change may be considered major if the other avenues of complaint, including allegations of harassment and discrimination were not adequately communicated to students.</p>	<p>The documentary evidence used for this would be the formal student complaints process used to address student concerns.</p> <p><b>It might also be appropriate to provide information on how this process is communicated to students.</b></p>	<p>SET 3.2, 3.11 and 3.12.</p>

<p><b>3.14</b> Where students participate as service users in practical and clinical teaching, appropriate protocols must be used to obtain their consent.</p>	<p>The removal of this process altogether would be considered a major change and evidence would be required to demonstrate how you deal with student concerns about the programme or a related service, as well as allegations of harassment or discrimination.</p>	<p>The documentary evidence used for this would be the protocol that is used to obtain student consent. This might be a consent form or checklist signed by the student. We will need to know when it is given to students to complete (ie before the programme commences or at other times). It might also be appropriate to submit module descriptors to illustrate the learning and teaching activities of the programme.</p>	<p>This standard does not have an impact on other standards of education and training.</p>
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<p><b>3.15</b> Throughout the course of the programme, the education provider must have identified where attendance is mandatory and must have associated monitoring mechanisms in place.</p>	<p>need to be balanced against the risk to the wellbeing and privacy of a student. The removal of the protocol would be considered a major change and evidence would be required to justify that the protocol was no longer required by showing how the programme does not place students in situations that might reveal personal information or risk injury.</p>	<p>The documentary evidence for standard is normally the student handbook which outlines the attendance requirement and any specific teaching sessions that cannot be missed as well as the mechanism for monitoring.</p>	<p>Required attendance is also a feature of the practice components of a programme in some cases and so there may be an impact on SET 5.11.</p>
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SET 2.7, 3.2, 3.13, 4.1, 4.5, 5.5, 6.1 6.3 and 6.10.

The documentary evidence for this standard would be the process in place for dealing with students' profession-related conduct.  
It might also be appropriate to submit how this process is communicated to students (eg website or student handbook).

A change to enhance this process to be more fair and transparent, which allowed the student to continue to address any issues relating to their profession-related conduct and to continue to provide clear justification for all decisions made by the education provider in relation to that conduct would be considered a minor change.

Furthermore, a change to the process to provide more support to students to address concerns and to increase communication about the process to students, placement providers and placement educators would also be considered minor.

A change to the way in which this process is communicated to students, placement providers and placement educators would most likely also be considered minor.

**3.16** There must be a process in place throughout the programme for dealing with concerns about students' profession-related conduct.

<p>The reduction of the scope, effectiveness and transparency of the process may be considered a major change. For example, a change to the process whereby the education provider does not account for the profession-related conduct of a student on placement would be considered a major change.</p>		
<p><b>4. Curriculum</b></p>		
<p><b>4.1</b> The learning outcomes must ensure that those who successfully complete the programme meet the standards of proficiency for their part of the Register.</p>	<p>The way in which this standard is met can be impacted by changes to the delivery of learning outcomes.</p> <p>Not all learning outcomes in a programme are related to the standards of proficiency and so changes to these learning outcomes will normally be minor changes. For example, as a matter of standard institutional policy, all programmes previously featured learning outcomes to 'add value' to the award.</p> <p>These learning outcomes have been replaced by a new institutional initiative to introduce entrepreneurship learning outcomes. As the previous learning outcomes did not relate</p>	<p>The documentary evidence that would normally be appropriate to this standard would be module descriptors in the original and amended form to allow us to assess how the learning outcomes have changed / moved in the programme.</p>
		<p>SET 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8 and 4.9.</p>

<p>to the standards of proficiency, the change is minor.</p> <p>Some learning outcomes are closely related to the standards of proficiency and so a change to their delivery may result in a major change. We would require information to assess how graduates will still be able to attain all the standards of proficiency. If the learning outcomes that are subject to change are delivered in multiple areas of the programme some of which will remain unaffected then there is the chance that the change will be minor.</p>		<p>There is the chance that changes to this standard may have a cascade effect across all the standards of education and training.</p>
<p>As the curriculum guidance can be wide ranging across all areas of a programme, changes to many aspects of a programme may have an impact on this standard.</p> <p>In most cases this standard is only affected when the curriculum guidance is updated and programmes adapt to the new requirements. As future changes in the curriculum guidance are difficult to predict it is not possible to state that changes to the way in which a programme meets this standard would be major.</p>	<p>As the changes that might impact on this standard can be wide ranging so too is the potential documentary evidence. We might expect submission of module descriptors, a programme specification, the student handbook, the placement handbook, external examiners' reports and responses, CVs, standards mapping documents or evidence of resources such as photographs.</p>	<p>As the changes that might impact on this standard can be wide ranging so too is the potential documentary evidence. We might expect submission of module descriptors, a programme specification, the student handbook, the placement handbook, external examiners' reports and responses, CVs, standards mapping documents or evidence of resources such as photographs.</p>
<p><b>4.2</b> The programme must reflect the philosophy, core values, skills and knowledge base as articulated in any relevant curriculum guidance.</p>		

<p>It would be the impact on the other standards of education and training and the standards of proficiency that would determine if the change was major.</p>	<p><b>4.3</b> Integration of theory and practice must be central to the curriculum.</p>	<p>It is also possible that a change to the way in which a programme meets this standard might be wide ranging enough to require a visit. We might want to meet with senior management, the programme team, students, placement providers and conduct a tour of resources available to the programme.</p>	<p>Whenever learning outcomes that relate to the standards of proficiency are subject to change, re-packaging, or movement, consideration must be given to how the programme will continue to meet SET 4.1 and SET 6.1 – which are the ways in which we ensure that all the standards of proficiency are delivered and assessed in a programme.</p>
<p>This standard can be changed by the re-packaging of learning outcomes. Learning outcomes moving from the university setting to the practice environment or vice versa can impact on the integration of theory and practice. Commonly we see changes to programme curricula that feature the inclusion of new learning outcomes that displace some of the existing learning outcomes from the university setting into the practice setting. It is the nature and number of changes to the learning outcomes and accordingly the standards of proficiency that determines if the change is major.</p>	<p>The documentary evidence most appropriate for this standard normally comes from module descriptors from which visitors can assess the appropriateness and balance of the learning outcomes delivered in both the practice and the university setting.</p>	<p>It is also possible that a change to the way in which a programme meets this standard might be wide ranging enough to require a visit. We might want to meet with senior management, the programme team, students, placement providers and conduct a tour of resources available to the programme.</p>	<p>Whenever learning outcomes that relate to the standards of proficiency are subject to change, re-packaging, or movement, consideration must be given to how the programme will continue to meet SET 4.1 and SET 6.1 – which are the ways in which we ensure that all the standards of proficiency are delivered and assessed in a programme.</p>

<p>For example, as a result of a change it was expected for practice placement staff to deliver and assess the learning outcomes related to the standard of proficiency 3a.1. The additional responsibility of assessing this wide ranging and detailed standard of proficiency would indicate that there is no longer integration of theory and practice enabling safe and effective practice.</p> <p>However, if learning outcomes of this nature are shifted between learning environments it will need to be clear how the staff and resources in the relevant arena are prepared to be able to deliver and assess them.</p>		
<p><b>4.4</b> The curriculum must remain relevant to current practice.</p>	<p>Particular changes to the curriculum will not have an impact on this standard. At an approval visit and in the documentation visitors will have seen some evidence that there were mechanisms to ensure currency</p>	<p>Documentary evidence of this standard may include minutes of curriculum development meetings, evidence of regular contact with service users, evidence of academic staff engaging in clinical practice,</p>
		<p>SET 3.2, 3.6, 3.7, 4.1, 4.2 and 5.10.</p>

<p>in the curriculum. It is the changes to these arrangements or processes that will impact upon this standard of education and training.</p> <p>For example, there may be a specific curriculum development meeting held with academic staff and placement providers which is the main forum for issues of new developments in practice to be raised for incorporation into the curriculum. If this meeting were to change in some way then there may be an impact on this standard. The addition of new mechanisms to ensure currency of the programme will be considered a minor change as it exceeds the threshold standard. The reduction in regularity or removal of mechanisms to ensure currency in the curriculum may be considered a major change depending on the scale of the change.</p>	<p>stakeholder meeting minutes, evidence of curriculum changes in light of changes to policy, the health and social care agenda, the profession's research base and the law. It might also be appropriate to submit amended documents relating to staff development / training.</p> <p><b>As this standard can have an impact on a graduate's ability to meet the standards of proficiency, it may be appropriate to conduct meetings with the programme team, placement providers and senior management team to determine how it is planned the programme will develop with the profession.</b></p>
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<p><b>4.5</b> The curriculum must make sure that students understand the implications of the HCPC's standards of conduct, performance and ethics.</p>	<p>This standard would normally be delivered through a variety of methods, possibly as part of a specific module on ethics or could be built into the curriculum as a whole.</p> <p>A change to increase the curriculum content relating to standards of conduct, performance and ethics or an enhancement of methods that demonstrate these standards would be considered minor as long as other learning outcomes relating to standards of proficiency are not displaced.</p> <p>A reduction in course content relating to the standards of conduct, performance and ethics could amount to a major change.</p>	<p>The documentation normally most appropriate to evidence this SET are descriptors of affected modules. These would allow visitors to assess how effective the learning and teaching methods are at meeting the learning outcomes specific to the standards of conduct, performance and ethics.</p>	<p>SET 4.1, 4.2, 4.3, 4.4, 6.1 and 6.3.</p>
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SET 4.1, 4.2 and 4.8.

The documentary evidence for this standard can come from a variety of sources: descriptors for relevant modules, models of personal development profiles, or evidence of reflective diaries.

This standard is normally delivered in the programme through a variety of methods some of which may be personal development profiles, reflective diaries or logs. A change to incorporate additional methods to promote autonomous and reflective thinking would be considered a minor change as it exceeds the threshold standard.

It may be the case that a change occurs to replace one method of achieving this standard with another. This would normally be considered a minor change as long as the overall opportunity for students to enhance their reflective skills remains the same. If there is a change to reduce the opportunity to reflect on learning and practice then this may be considered a major change depending on the scale of the change.

For example, removal of explicit reflective thinking methods delivered in all three levels of modules of a bachelors programme would constitute a major change, as questions would be raised about how the programme meets this standard and ensures graduates were able

**4.6** The delivery of the programme must support and develop autonomous and reflective thinking.

<p>4.7 The delivery of the programme must encourage evidence based practice.</p>	<p>to meet the standards of proficiency. We would need to see evidence of how the programme embeds the skills for autonomous and reflective thinking.</p>	<p>This standard is normally delivered in the programme through the provision of research methods modules. A change to incorporate additional methods to promote evidence based practice would be considered a minor change as it exceeds the threshold standard.</p> <p>It may be the case that a change occurs to replace one method with another. This would normally be considered a minor change as long as the overall opportunity for students to enhance their demonstration of evidence based practice remains. If there is a change to reduce the opportunity to develop skills pertinent to evidence based practice then this may be considered a major change depending on the scale of the change.</p> <p>For example, removal of an explicit research methods strand delivered in all three levels as modules of a bachelors</p>	<p>The documentary evidence for this standard can come from descriptors of relevant modules linked to evidence based practice.</p>	<p>SET 4.1, 4.2 and 4.8.</p>
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<p><b>4.8</b> The range of learning and teaching approaches used must be appropriate to the effective delivery of the curriculum.</p>	<p>programme would constitute a major change, as questions would be raised about how the programme meets this standard and ensures those who complete the programme were able to meet the standards of proficiency. We would need to see evidence of how the programme embeds the skills for evidence based practice.</p>	<p>The documentation normally most appropriate to evidence this standard are descriptors of affected modules, which would allow a visitor to assess how the learning and teaching methods are effective at meeting the learning outcomes.</p> <p>It may also be appropriate to show how you involve service users in your teaching and learning activities (ie how they directly take part in teaching sessions or how they have influenced the development of training materials).</p>	<p>SET 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.9, 5.12 and 5.13.</p>
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<p>4.9 When there is interprofessional learning the profession-specific skills and knowledge of each professional group must be adequately addressed.</p>	<p>We would require evidence to show how graduates would still be able to attain all the proficiencies for safe practice throughout the programme.</p>	<p>Interprofessional learning is not a requirement of this standard. Rather, this standard requires that when interprofessional learning is in place, the professional group will still be able to learn and be assessed on all the required profession-specific knowledge. Therefore, as a programme changes to incorporate interprofessional learning we would expect this standard to be impacted. The extent of the re-packaging of learning outcomes from profession specific modules to interprofessional modules determines the scale of the change.</p> <p>In instances where a programme changes to deliver a significant proportion of the learning outcomes interprofessionally there is likely to be a major change. In cases where learning outcomes are amended to be interprofessional and are not related to the standards of proficiency or are delivered and</p>	<p>The documentation normally most appropriate to evidence this standard are descriptors of affected modules, which would allow a visitor to assess how the learning outcomes have been moved or amended to fit an interprofessional learning agenda.</p>	<p>SET 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7 and 4.8.</p>
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<p><b>5. Practice placements</b></p> <p><b>5.1</b> Practice placements must be integral to the programme.</p>	<p>assessed elsewhere in the programme it is likely that the change will be minor.</p> <p>To meet this standard there are a number of other standards that must be met. As a result of this, it is unlikely that a change will mean that this standard is impacted directly. Rather, a change to placement arrangements will mean that other standards are impacted and indirectly this will mean that SET 5.1 is impacted. If SET 5 has been impacted in some way, it is likely that a major change will have occurred.</p> <p>For example, if the placement structure for the programme changed and, accordingly, the sequence of learning outcomes in the practice and academic settings change, a significant proportion of the programme has been subject to change. We will need to see the impact of potential changes to the integration of theory and practice, the teaching and learning methods in practice and academic settings and partnership arrangements with placement providers.</p>	<p><b>As placements are central to a programme's ability to deliver safe and effective graduates, it will mostly be the case that we will need to hold meetings with placement providers, programme staff and senior management.</b></p> <p>The documents that we could use to assess the change would be the student handbook, module descriptors, placement handbook, and evidence of the meetings between academic and practice placement staff.</p>	<p>SET 3.1, 3.2, 3.3, 3.8, 4.1, 4.2, 4.3, 4.4, 4.5, 4.8, 5.2, 5.6, 5.10, 5.12, 6.1, 6.2, 6.3, 6.4 and 6.5.</p>
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SET 3.2, 3.8, 3.9, 4.1, 4.2, 4.3, 4.8, 5.1, 5.3, 5.6, 5.7, 5.8, 5.9, 5.10 and 5.11.

<p><b>5.2</b> The number, duration and range of practice placements must be appropriate to support the delivery of the programme and the achievement of the learning outcomes.</p>	<p>There are two ways that a programme can change the way in which it meets this standard: the overall number of placements can change; or the placement venues can change and therefore change the service user groups to which students are exposed.</p> <p>Changes to the way in which this standard is met might have an impact on the integration of theory and practice. However, if an additional placement is made available to students to increase their experience across placement settings and no changes occur to the delivery of the curriculum, then this could be a minor change. If however the additional placement leads to a change in how and where learning outcomes are delivered then there is the risk that the change could be major because of the impact on curriculum standards.</p> <p>An example of a major change to a programme would be a restructured placement scheme (ie differing lengths of placements in different placement settings).</p>	<p>The documentary evidence to assess how this standard continues to be met might be: the placement handbook; an overview of the placement structure; module descriptors for appropriate modules; or information on placement educator training to facilitate changes in the placement structure.</p> <p><b>A visit might also be an appropriate form of evidence gathering to ensure the programme meets the standards of education and training. At this visit we would conduct meetings with placement providers, the programme team and students.</b></p>
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<p><b>5.3</b> The practice placement settings must provide a safe and supportive environment.</p>	<p>The impact of changing the placement scheme has an impact on other placement standards, such as the preparedness of the placement educators, as well as causing changes in how and when learning outcomes are delivered in practice and in the academic setting.</p>	<p>The documentary evidence that shows how this standard continues to be met might be: amended placement health and safety policies, amended policies for the approval and monitoring of placement settings, amended placement handbooks or agreements between education providers and placement providers.</p> <p><b>If there is reason to believe that placements may not be providing a safe and supportive environment as a result of a change then a visit may be an appropriate method to establish how the programme continues to meet the standards of education and training. If a visit was conducted for this reason we would need to meet with the programme team, placement providers and students. It may</b></p>	<p>SET 3.2, 4.6, 4.7, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13.</p>
<p><b>5.3</b> The practice placement settings must provide a safe and supportive environment.</p>	<p>This standard is dependent on a number of the other standards of education and training. The way in which this standard is met may change if:</p> <ul style="list-style-type: none"> <li>- changes occur to the approval and audit mechanism used for placements;</li> <li>- responsibility for placement approval and audit is devolved from the education provider;</li> <li>- changes occur to placement health and safety policies; or</li> <li>- changes occur to information and induction provided to students on placement; or</li> <li>- changes occur to the supervision arrangements in place.</li> </ul>	<p>The documentary evidence that shows how this standard continues to be met might be: amended placement health and safety policies, amended policies for the approval and monitoring of placement settings, amended placement handbooks or agreements between education providers and placement providers.</p> <p><b>If there is reason to believe that placements may not be providing a safe and supportive environment as a result of a change then a visit may be an appropriate method to establish how the programme continues to meet the standards of education and training. If a visit was conducted for this reason we would need to meet with the programme team, placement providers and students. It may</b></p>	<p>SET 3.2, 4.6, 4.7, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13.</p>

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<p>An example of a minor change might be that the induction period in placement is extended or placement health and safety policies are amended to include additional stipulations for safety in the placement environment.</p> <p>Another minor change would be changing the placement induction period to incorporate additional information on our standards of conduct, performance and ethics, or changing the placement handbook to give more information on risk assessment in the practice setting. An example of a major change might be a change to the practice supervision model so that students' ability to access their supervisor is reduced.</p> <p>Another example of a major change might be the education provider no longer conducting audits of placements itself and relying on a third party or the placement providers to self assess.</p> <p>In the case of this change we would require evidence to ensure:</p>	<p><b>also be the case that a visit to placement environments is required if there are specific areas of concern.</b></p>
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<p><b>5.4</b> The education provider must maintain a thorough and effective system for approving and monitoring all placements.</p>	<ul style="list-style-type: none"> <li>- that the education provider was still able to access, analyse and act upon the information from the audits;</li> <li>- that the information collected in the audit mechanism is appropriate; and</li> <li>- that the agreement between the education provider and the party conducting the audit is robust.</li> </ul>	<p><b>As this standard has an impact across much of SET 5, one of the appropriate methods to assess whether the programme continues to meet the standards may be a visit to conduct meetings with the programme team, students and placement providers.</b></p> <p>However, depending on the nature of a change there may be appropriate documentation that could be used to assess whether the programme continues to meet the standards of education and training. For example, a document outlining the process for conducting approval and monitoring of placement environments with examples of the records of placement audits</p>	<p>SET 3.2, 3.8, 3.9, 5.3, 5.5, 5.6, 5.7, 5.8, and 5.9.</p>
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<p>5.5 The placement providers must have equality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored.</p>	<p>timing of visits to placement providers that does not reduce the overall number of audits. Another example of a minor change would be the addition of a new placement environment. If the process for approval and monitoring is the same then this standard will continue to be met if new placement environments are made available to students. A major change for this standard might be a reduction in the number of audits of placements or replacing the audit mechanism that was approved with a new process.</p>	<p>may be appropriate to evidence changes. Minutes from practice placement and programme team meetings would also demonstrate how both parties involved with ensuring standards in placement are satisfied with the arrangements.</p>	
<p></p>	<p>A change to equality and diversity policies which includes additional protection for individuals as a result of changes to existing legislation or the introduction of new legislation will be considered a minor change. Increases in the regularity or intensity of review and monitoring of the implementation of equality and diversity policies would also be considered a minor change. The removal of a group from coverage under the policies or a reduction in the frequency or</p>	<p>The policies or policy for equality and diversity along with the implementation schedules and monitoring processes would be appropriate documentary evidence.</p>	<p>SET 3.11 and 5.4.</p>

<p>intensity of the monitoring of implementation of the policies may result in a major change.</p> <p>Another change that might affect the way this standard is met would be a change to the way you obtain evidence of relevant policies being in place. For example, we would expect these policies to be in place before students attended a placement environment. If you made changes which meant that a placement might not be checked prior to a student placement, then we would require evidence of how this standard continues to be met.</p>		
<p><b>5.6</b> There must be an adequate number of appropriately qualified and experienced staff at the practice placement setting.</p>	<p>At the time of approval, the visitors assessed the number of placement educators and the placement supervision model as meeting this standard. Therefore, the model of supervision must also be taken into account on top of the actual number of placement educators.</p> <p>For example the inclusion of additional numbers of placement educators may seem to be beneficial to students in placement, but if the placement supervision model is not</p>	<p>The key documentary evidence for this change might be the placement handbook, placement audits, and/or minutes of meetings between academic and placement staff.</p> <p><b>It may be appropriate to use a visit to assess changes to the way in which a programme meets this standard if there is reason to be concerned about the appropriateness of placement supervision, or if there are many other areas where changes have had an</b></p>

SET 3.2, 3.5, 5.1, 5.3, 5.4, 5.7, 5.8, 5.9 and 5.12.

<p><b>5.7</b> Practice placement educators must have relevant knowledge, skills and experience.</p>	<p>effectively in place it will mean that students are supervised directly by too many people. Also a reduction in available placement mentors will only be problematic if there are insufficient numbers to support the placement supervision model for the number of students.</p> <p>Therefore changes to this standard are not as simple as an increase or decrease in the number of available placement educators. The impact of a change on this standard can be measured by determining how placement educator numbers will impact upon the effectiveness of the placement supervision model.</p> <p>Also, significant changes to the placement supervision model (such as increased reliance on placement educators for delivery of the programme) may result in a major change.</p>	<p><b>impact. Meetings would be required with the senior management team, programme team, placement providers and students.</b></p>	
	<p>A change to this standard might be caused by a change to curriculum guidance on relevant qualifications and experience for practice educators. Any addition to the period of experience required before being able to</p>	<p>The documentation used to assess this change might be the placement handbook, lists of practice educators, copies of documentation used to approve and audit placement environments and details of the specific</p>	<p>SET, 5.3, 5.4, 5.6, 5.11 and 5.12.</p>

<p><b>5.8</b> Practice placement educators must undertake appropriate practice placement educator training.</p>	<p>supervise students would be considered to be a minor change, as the threshold standard is being exceeded. If there is a reduction in the amount of time required in practice before becoming a practice educator, or the qualification required to be a practice educator changes significantly, then a major change may have occurred.</p>	<p>qualifications practice educators are required to hold.</p>	<p>SET 5.3, 5.4, 5.6 and 5.12.</p>
	<p>Placement educators are expected to be trained by the education providers in the specific methods of delivery and assessment for the programme. As changes occur to the programme, there may be training implications for placement educators. The adaptation of the training programme to changes in the programme would generally be considered a minor change. Increases in the regularity or duration of training sessions would normally be regarded as a minor change as it exceeds the threshold standard.</p>	<p>The documentation used to assess this change might be the placement handbook, lists of practice educators, copies of documentation used to approve and audit placement environments and details of the specific qualifications practice educators are required to hold or training that is required.</p>	

<p><b>5.9</b> Practice placement educators must be appropriately registered, unless other arrangements are agreed.</p>	<p>An example of a major change might be to routinely no longer require that practice educators undertake the training before supervising students. We would require evidence of how the placement educators will be prepared to supervise and assess students without the requirement for training.</p>		
<p><b>5.9</b> Practice placement educators must be appropriately registered, unless other arrangements are agreed.</p>	<p>We expect that students have access to placement staff who are on the appropriate part of the HCPC Register. If a change occurs that increases access to registered staff then a minor change has occurred as this exceeds the threshold standard. If a decision is made to routinely not require a registered member of staff as a placement educator then we will require evidence to show how a student is able to receive profession-specific knowledge. This type of change would be considered major in nature.</p>	<p>The documentation that might be used to assess this change might be the placement handbook, lists of practice educators, copies of documentation used to approve and audit placement environments and details of the specific qualifications practice educators are required to hold.</p>	<p>SET 5.3, 5.4, 5.6 and 5.12.</p>
<p><b>5.10</b> There must be regular and effective collaboration between the education provider and the practice placement provider.</p>	<p>The collaboration between education provider and practice placement providers can occur in a variety of ways such as training, updating sessions,</p>	<p>The documentation that might be used to assess this change would be minutes of meetings, practice placement handbooks, literature, and evidence of collection of feedback from placement providers.</p>	<p>SET 3.2 and 5.1.</p>

formal meetings, and collection of feedback or production of literature. A change to any of these methods of communicating and collaborating with practice placement providers will change the way in which this standard is met.

A change to increase the frequency or number of methods to collaborate with placement providers would normally be a minor change as the change will exceed the threshold standard. Replacing the method of collaboration with another would normally also be a minor change. For example, a change is made to replace annual formal meetings with more regular updates given in the placement environment. As long as the method of collaboration provides an opportunity for placement providers to input into the programme then the standard is still being met.

A change to reduce the opportunity for collaboration may be considered major. An extreme example would be a change to no longer take into account feedback from placement providers. We would require evidence of how you plan to continue to meet this standard through other means.

SET 3.15, 4.1, 4.3, 4.5, 5.2, 5.12, 5.13, 6.1, 6.4 and 6.7.

<p><b>5.11</b> Students, practice placement providers and practice placement educators must be fully prepared for placement which will include information about and understanding of:</p> <ul style="list-style-type: none"> <li>- the learning outcomes to be achieved;</li> <li>- the timings and the duration of any placement experience and associated records to be maintained;</li> <li>- expectations of professional conduct;</li> <li>- the assessment procedures including the implications of, and any action to be taken in the case of, failure to progress; and</li> <li>- communication and lines of responsibility.</li> </ul>	<p>This standard relates to the ways in which students and placement educators are made aware of the learning outcomes they are expected to achieve or deliver in practice, the timings, duration and records to be maintained, expectations of professional conduct, placement assessment procedures (including those for failure) and communication and lines of responsibility.</p> <p>There are a number of mechanisms that can be used to communicate this to students and practice placement educators, but the most common are the placement handbook, practice assessment documentation, regular meetings or action planning.</p> <p><b>The learning outcomes to be achieved</b></p> <p>An example of a minor change to the learning outcomes to be achieved might be the addition of formal action planning sessions at the commencement of each placement to identify the learning outcomes targeted for attainment.</p> <p>An example of a major change might be a reduction in the number of updating sessions for practice educators.</p>	<p>The documentary evidence that might be appropriate to show attainment of this standard of education and training would be: the placement handbook, or information given to students and placement providers such as presentations or induction schedules.</p> <p><b>As this standard relates to the effectiveness of communication it may be appropriate to conduct meetings with students or placement providers, but it would be preferable to assess this standard using documentation.</b></p>
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The ways in which the learning outcomes are communicated with placement providers and students may also change. For the most part we would anticipate that changes of this kind would have a minor impact on programmes.

**The timings and the duration of any placement experience**

A change in the timing and duration of placements and the records to be maintained might affect the way in which this information is presented to students in the placement handbook, placement assessment documents or induction and training periods.

For example, a change might be made to alter the placement pattern. This change would have an impact on SET 5.2, but also to the way in which the placement pattern is communicated to students and placement providers. We would expect to see an amended placement handbook or assessment document, or other documentary evidence to show how the placement pattern is communicated to students.

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The impact on the standard would be considered to be a major change because of the effect on other standards.

An example of a minor change might be a change to the way in which records of placement experience are recorded. If a record of hours in practice was changed to be incorporated into a “practice assessment document” then the standard will continue to be met and therefore this would be considered to be minor.

#### **Expectations of professional conduct**

The way in which changes to the information about expectations of professional conduct are presented to students in the placement handbook, placement assessment documents or induction and training periods might affect this standard.

For example, a change might be made to the way in which our standards of conduct, performance and ethics are communicated to students. It may be that prior to a change the expectations of professional conduct were delivered in an

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induction period on the first placement in the programme and that after a change they are now delivered in the academic setting before students attend the first placement. This change would generally be minor as long as the information provided to students still communicates clearly the expectations of professional conduct.

The change might be considered major if the expectations of professional conduct are no longer articulated clearly to placement providers and students as a result.

**The assessment procedures**

The way in which changes to the information about the assessment procedures are presented to students in the placement handbook, placement assessment documents or induction and training periods might affect this standard.

For example, a change to SET 6.7, to alter the number of attempts students have for assessment will need to be communicated to students and placement providers. Although the change to assessment regulations may in itself be major,

the change to the way in which it is communicated to relevant people will be minor.

**Communication and lines of responsibility**

The way in which information about changes to the communication and lines of responsibility are presented to students in the placement handbook, placement assessment documents or induction and training periods might affect this standard. Also changes from amendments to the placement supervision model, placement management structures and education provider placement coordination might also affect this standard.

For example, if the placement co-ordination process changes and as a result there are a range of individuals performing different placement co-ordination roles, then the information provided to students and placement providers will have to change. The change to the information or the way it is presented is likely to be a minor change, but the cause of the change is likely to be major.

SET 4.2, 4.3, 4.5, 4.6, 4.7, 4.8, 5.3, 5.5, 5.6, 5.7, 5.8, 5.9, 5.11 and 5.13.

<p>This standard can be impacted upon by a number of changes such as:</p> <ul style="list-style-type: none"> <li>- changes to supervision arrangements in practice;</li> <li>- changes to the information and induction provided to students on placement;</li> <li>- changes to the learning outcomes delivered and assessed in the practice setting;</li> <li>- changes to the learning and teaching methods in practice; and / or</li> <li>- changes to the training given to placement educators.</li> </ul> <p>An example of a minor change might be a change in how information about expectations for professional conduct are delivered to students. If for example, professional expectations were previously delivered by placement staff on the first day of placement, but then relocated to the academic setting before students went on placement the change would be minor. Again, a change to exceed the threshold standard, such as increasing the number of practice educator training opportunities would also be minor.</p>	<p>The documentary evidence that shows how this standard continues to be met might be: amended policies for the approval and monitoring of placement settings; amended placement handbooks; evidence of training in teaching, learning and assessment methods appropriate to the learning outcomes; amended module descriptors and practice assessment documentation.</p>
<p><b>As the changes to how this standard are met can result in a cascade of changes across SET 3 and SET 4 a visit may be an appropriate method to establish how the programme continues to meet the standards of education and training. If a visit was conducted for this reason we would need to meet with the programme team, placement providers and students. It may also be the case that a visit to placement environments is required if there are specific areas of concern.</b></p>	

**5.12** Learning, teaching and supervision must encourage safe and effective practice, independent learning and professional conduct.

<p><b>5.13</b> A range of learning and teaching methods that respect the rights and needs of service users and colleagues must be in place throughout practice placements.</p>	<p>There are a large number of potential changes that could be major for this standard. Producing safe and effective, independent and professional practitioners is the goal of an approved programme and so changes to this standard have a potential impact on those who complete a programme. For example, a major change might be a change to the supervision arrangements in placement that reduces the contact time with sufficiently experienced practice colleagues. Another example might also be moving the delivery of additional learning outcomes into the practice setting. This change would require consideration of the ability of practice educators to deliver and assess these learning outcomes which might lead to a requirement for further training.</p>	<p>Appropriate documentary evidence for this change may come from module descriptors or information provided to placement providers or students about patient interaction and consent procedures.</p>	<p>SET 5.1, 5.3, 5.6 and 5.12.</p>
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<p>of a new teaching method into the practice setting where students perform techniques on patients or clients. As long as consent is obtained from the patient as it normally would be, the change would be considered minor.</p> <p>An example of a major change might be the impact caused by a change to the placement supervision model. If a “buddy” system was introduced and students spent less time with their nominated supervisor, we would require evidence of how the new placement supervision model provided assurances that this standard continued to be met.</p>			
<p><b>6. Assessment</b></p>			
<p><b>6.1</b> The assessment strategy and design must ensure that the student who successfully completes the programme has met the standards of proficiency for their part of the Register.</p>	<p>This standard can be impacted by changes to the assessment strategy and design.</p> <p>This standard requires the assessment procedures to be appropriate to ensuring someone who completes a programme attains all the standards of proficiency. Therefore changes to the assessment regulations may result in an impact on this standard.</p>	<p>The documentary evidence that would normally be appropriate to this standard would be module descriptors and a programme specification in the original and amended form to allow us to review how the assessment of learning outcomes have changed / moved in the programme.</p> <p>As this standard also requires the assessment procedures to assure a graduate will meet</p>	<p>SET 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10 and 6.11.</p>

<p><b>6.2</b> All assessments must provide a rigorous and effective process by which compliance with external-reference frameworks can be measured.</p>	<p>An example of a major change might be a change to the condonement regulations. We would require evidence to show how the new condonement regulations do not risk someone completing the programme and not successfully attaining all the standards of proficiency. The same may also be true of changes to pre or co-requisites.</p>	<p>all the standards of proficiency, it may also be appropriate to receive the assessment regulations for the programme.</p>	
<p><b>6.2</b> All assessments must provide a rigorous and effective process by which compliance with external-reference frameworks can be measured.</p>	<p>The approval process does not determine fitness for award, solely fitness to practise. However, we would expect assessments to be appropriate to the award as this will have an impact on the attainment of learning outcomes related to the standards of proficiency. Other external reference frameworks for assessment may be curriculum guidance.</p> <p>An example of a major change might come from a significant change to a guidance document from the Department of Health or equivalent. It may be the case that a number of assessments will need to change as a result and accordingly we would expect you to consider the impact on this standard and other assessment standards.</p>	<p>The documentary evidence for this standard can come from a number of sources. The most common would be programme specifications and module descriptors. It might also be appropriate to submit practice assessment documents or information provided to students such as module handbooks to further illustrate how the assessments will work.</p>	<p>SET 6.1, 6.4 and 6.5.</p>

SET 5.11, 6.1 and 6.4.

The documentary evidence that might be appropriate to this standard would be assessment regulations, assessment criteria, module descriptors, or practice assessment documents.

You may want to show how you involve service users in your assessment procedures. For example, how service users are involved directly in assessing students or how service users contribute to the development of assessment tools.

A safe and effective practitioner must know, understand and demonstrate professional standards of conduct, performance and ethics. Therefore changes to how and when professional aspects of practice are assessed can have an impact on how this standard is met.

An example of a minor change might be a change to an assessment in a professional studies module from an examination and coursework to just a coursework submission. This change will not necessarily compromise the opportunity for a student to demonstrate their understanding of professional aspects of practice.

An example of a major change might be an institutional change to condonement / compensation regulations which would allow a professional studies module to be condoned. There is a risk that a graduate may complete the programme without attaining all the learning outcomes related to the standards of proficiency. We would require evidence to show how a graduate would still meet all the standards of proficiency through other parts of the

**6.3** Professional aspects of practice must be integral to the assessment procedures in both the education setting and practice placement setting.

<p>assessment diet, or by exempting the professional studies module from institutional condonement / compensation regulations.</p>	<p>This standard requires that the assessment methods are appropriate to determining the attainment of learning outcomes related to the standards of proficiency. Therefore, changes to the assessment methods will have an impact on the way in which this standard is met. The impact on the ability of someone who completes the programme to practise safely and effectively determines the scope of the change.</p> <p>An example of a minor change might be a change to the duration of a particular examination or change from coursework to examination. The impact on a graduate's ability to practise safely and effectively is not necessarily compromised by these changes and so we will not require evidence of how the programme continues to meet this standard.</p>	<p>The documentary evidence for this standard can come from a number of sources. The most common would be programme specifications and module descriptors. It might also be appropriate to submit practice assessment documents or information provided to students such as module handbooks to further illustrate how the assessments will work.</p>	<p>SET 6.1, 6.3 and 6.5.</p>
<p><b>6.4</b> Assessment methods must be employed that measure the learning outcomes.</p>	<p>The documentary evidence for this standard can come from a number of sources. The most common would be programme specifications and module descriptors. It might also be appropriate to submit practice assessment documents or information provided to students such as module handbooks to further illustrate how the assessments will work.</p>	<p>SET 6.1, 6.3 and 6.5.</p>	<p>The documentary evidence for this standard can come from a number of sources. The most common would be programme specifications and module descriptors. It might also be appropriate to submit practice assessment documents or information provided to students such as module handbooks to further illustrate how the assessments will work.</p>

<p>A major change to this standard might be a change across the assessment schedule to include new teaching, learning and assessment approaches. For example, a problem-based learning approach might be introduced into the first year of a programme. Along with a range of other changes there are necessary changes to assessment methods, such as assessing group contributions or learning logs. We would need to see evidence of how these learning outcomes related to the standards of proficiency are still being attained with the new methods.</p> <p>If, however, learning outcomes attached to a particular assessment were not related to the standards of proficiency this would normally be a minor change.</p>		
<p><b>6.5</b> The measurement of student performance must be objective and ensure fitness to practise.</p> <p>This standard requires you to monitor and measure student performance and we normally expect this to be done with criteria appropriate to the different stages of learning.</p> <p>An example of a minor change might be a change to the criteria for the award of a mark above</p>	<p>The documentary evidence that might be appropriate to this standard would be assessment criteria, minutes of examination board meetings, annual reports on teaching, learning and assessment or other reports used to assess the effectiveness and appropriateness of</p>	<p>SET 3.2, 6.1, 6.4 and 6.6.</p>

<p>6.6 There must be effective monitoring and evaluation mechanisms in place to ensure appropriate standards in the assessment.</p>	<p>The processes used to assure appropriate standards in assessment might be moderation of marking, the role of the external examiner, clear marking criteria and guidelines. Changes to these and other types of quality assurance of the assessment process may have an impact on how this standard is met.</p>	<p>The documentary evidence that might be appropriate to this standard would be CVs of staff responsible for assessments, assessment regulations, marking policies or guidelines, external examiner reports and your responses to them, or assessment criteria.</p>	<p>SET 3.2, 6.1, 6.4 and 6.5.</p>
<p>the first class boundary. The ability to practise safely and effectively of someone who completes the programme is not necessarily compromised by a change in the criteria that exceeds the threshold standard. A major change to this standard might result from a change in criteria to award a pass grade. The risk here derives from the pass criteria no longer ensuring that someone who completes the programme meets all the standards of proficiency. For example, if the pass criteria for an assessment included “does not communicate information clearly” then there would be a risk to someone’s ability to practise safely and effectively and we would need evidence to see how all the standards of proficiency are being assured.</p>	<p>assessment methods.</p>		

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An example of a minor change might be a change to a marking policy. The policy may be changed from previously having to double mark every item of assessment to only double marking if the assessment item contributes 20 per cent or more to the weighting of the module mark. The risk to the ability to practise safely and effectively of someone who completed the programme is minor in this case.

An example of a major change might be that the external examiner had to step down suddenly without notice and for one year there was no external examiner available for the programme. This has a potential impact on effective measurement of attainment of the standards of proficiency for someone who completes the programme. We would require evidence of the steps that were taken to ensure that the assessment methods were effective and appropriate. This standard also requires that there is a system of monitoring and evaluation of assessments, student performance and progression through a programme. This can be done in

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<p>6.7 Assessment regulations must clearly specify requirements for student progression and achievement within the programme.</p>	<p>various ways, so there are many factors that may impact on the way in which this standard is met.</p> <p>An example of a minor change might be a change to an institutional method of reporting on an annual basis. This change may have an impact on the timing, format and appearance of the reporting, but as long as there is appropriate scrutiny of the assessment performance and progression information then this standard will continue to be met.</p> <p>An extreme example of a major change would be the decision to stop conducting an evaluation of performance and progression information. We would require evidence to show how assessment information is appropriately recorded and acted upon to ensure that assessments are appropriate to their purpose.</p>	<p>The documentary evidence for how this standard is met would be either general or programme-specific assessment regulations or programme documentation.</p>	<p>SET 6.1 and 6.5.</p>
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<p>proficiency and having an understanding of the standards of conduct, performance and ethics. Therefore changes to the number of attempts students might have at a particular assessment or changes to condonement policies may result in a major change.</p> <p>An example of a major change might be that institution-wide assessment regulations may be amended to allow programmes to condone marks within an increased number of modules. We would require evidence of the programme-specific regulations that exempt the programme from the institution-wide regulation to ensure that graduates will successfully be able to meet all the standards of proficiency by the end of the programme.</p> <p>A minor change might be an increase in the number of credits required for progression from one level to another as it would exceed the threshold standard.</p>	
<p><b>6.8</b> Assessment regulations, or other relevant policies, must clearly specify requirements for approved programmes being the only programmes which contain any reference to an HCPC</p>	<p>The documentary evidence for how this standard is met would be the specific requirement either in general or programme-specific assessment regulations or programme documentation.</p>
	<p>SET 6.1.</p>

<p>protected title or part of the Register in their named award.</p>	<p>of a default award, fall-back award, alternate award or stepping-off point it would still not contain the protected titles. Therefore, as long as the title did not contain the protected titles this would be a minor change.</p>		
<p><b>6.9</b> Assessment regulations must clearly specify requirements for an aegrotat award not to provide eligibility for admission to the Register.</p>	<p>We would not expect a change to affect this particular standard, however, if a change occurred to aegrotat regulations at an institutional level for example, as long as it was clear that the aegrotat award did not lead to registration it would be a minor change.</p>	<p>The documentary evidence for how this standard is met would be the specific requirement either in general or programme-specific assessment regulations or programme documentation.</p>	<p>SET 6.1.</p>
<p><b>6.10</b> Assessment regulations must clearly specify requirements for a procedure for the right of appeal for students.</p>	<p>A change to this standard might occur if there are changes to the process that students follow to appeal. As long as a process is available to students then changes to that process would be considered minor.</p>	<p>The documentary evidence for how this standard is met would be the specific requirement either in general or programme-specific assessment regulations or programme documentation.</p>	<p>N/A</p>
<p><b>6.11</b> Assessment regulations must clearly specify requirements for the appointment of at least one external examiner who must be appropriately experienced and qualified and, unless other arrangements are agreed, be from the relevant part of the Register.</p>	<p>A change to an external examiner is not in itself a major change. If the new external examiner is from the appropriate part of the HCPC Register then the change is minor. If the new external examiner is not on the appropriate part of the HCPC Register then this is a major change and we will need</p>	<p>The documentary evidence for how this standard is met would be the specific requirement either in general or programme-specific assessment regulations or programme documentation.  In the event of a major change as a result of an external examiner not being on the HCPC Register we will require a CV to</p>	<p>This standard may have an impact on 6.6.</p>

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assess the experience and qualifications of the proposed external examiner.

evidence to show that the external examiner has sufficient knowledge and experience.  
Changes to the assessment regulations regarding external examiners would normally be minor as long as it is clear that the external examiner must be registered or we must agree the alternate arrangements.

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