
1 September 2007 to 31 August 2008

Education annual report 2008

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Foreword

Welcome to the third Education annual report of the Health Professions Council (HPC).

The report covers the period 1 September 2007 to 31 August 2008, or the 2007–08 academic year as it is more commonly known.

The 2007–08 academic year has been another busy and productive year for the HPC's Education Department. We implemented the revised major change processes in spring 2008, alongside the existing approval and annual monitoring processes. We also updated a number of publications, made changes to our Visitors' reports, and amended operational processes.

This report aims to give an insight into the HPC's work in approving and monitoring programmes offered by UK education providers. These programmes allow individuals to be eligible to apply for registration with us. The report gives information about the number and types of approval visits, the outcome of these visits, the number and types of monitoring submissions and the outcome of this monitoring.

This is our third annual report and although our experience and evidence base are still relatively narrow, we have begun to identify and analyse potential trends where possible.

We hope that you find this report interesting and useful in understanding more about the work of the Health Professions Council.

Eileen Thornton

Chair of the Education and Training Committee

Introduction

About us (the HPC)

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

We currently regulate members of 15 health professions. However, during the period covered by this document we regulated 13 professions since practitioner psychologists and hearing aid dispensers had yet to join our Register. Below is a list of the professions that we currently regulate.

- Arts therapists
- Biomedical scientists
- Chiropractors / 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 see www.hpc-uk.org

Each of these professions has one or more 'protected titles' (protected titles include titles like 'physiotherapist' and 'dietitian'). Anyone who uses one of these titles must be on our Register. Anyone who uses a protected title and is not registered with us is breaking the law, and could be prosecuted. For a full list of protected titles, please see page 92.

You should always check that a health professional using a protected title is registered with the HPC. You can check whether a health professional is registered by visiting www.hpcheck.org or calling +44(0)20 7840 9802.

Our main functions

To protect the public, we:

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

The Health Professions Order 2001 says that we must set our standards to protect the public and that we must set standards which are necessary for safe and effective practice. This is why our standards are set at a 'threshold' level (the minimum standard that must be met before we can allow entry onto the Register).

About our standards of proficiency

The standards of proficiency (SOPs) are the threshold standards for safe and effective practice that all registrants must meet. They include both generic elements, which all our registrants must meet, and profession-specific elements. These standards play a central role in how to gain admission to and remain on the Register and thereby gain the right to use the protected title(s).

About our standards of education and training

The standards of education and training (SETs) are the standards that an education programme must meet in order to be approved by us. These generic standards ensure that anybody who completes an approved programme meets the standards of proficiency and is therefore eligible to apply for admission to the Register. The standards cover:

- 1) the level of qualification for entry to the Register;
- 2) programme admissions;
- 3) programme management and resources;
- 4) curriculum;
- 5) practice placements; and
- 6) assessment.

What are the approval and monitoring processes?

The HPC's approval and monitoring processes ensure that programmes and education providers meet the standards of education and training. The approval process involves an approval visit and an initial decision as to whether a programme meets the standards of education and training. **A programme is normally approved on an open-ended basis, subject to satisfactory monitoring. There are two monitoring processes, annual monitoring and major change.** Both of these processes are documentary and may trigger a new approval visit. Annual monitoring is a retrospective process by which we determine whether a programme continues to meet all the standards against which it was originally assessed. The major change process considers significant changes to a programme and the impact of these changes in relation to our standards. All of our processes ensure our regulation is robust, rigorous and effective, without being overly burdensome for education providers.

Who makes the decisions on programme approval?

The Education and Training Committee has statutory responsibility for approving and monitoring education programmes leading to eligibility to apply to register with the HPC. 'Visitors' are appointed by the HPC to visit education providers and assess monitoring submissions. Visitors come from a range of backgrounds including registered members of the professions we regulate and members of the public. Visitors work on behalf of the HPC and provide the expertise the Education and Training Committee needs to help in its decision-making. Visitors normally operate in panels, rather than individually. Each panel includes at least one Visitor from the relevant part of the Register for the programme under consideration. All Visitors are selected with due regard to their education and training experience. Visitors represent the HPC and no other body when they undertake an approval and monitoring exercise. This ensures an entirely independent outcome. All Visitors' reports from approval visits are published on our website.

What programmes can be approved?

Any education provider (eg a university, college, private training institution or professional body) can seek approval of their programmes.

As well as approving and monitoring education and training for people who want to join our Register, we also approve a small number of qualifications for those already on the Register. The post-registration programmes we currently approve are supplementary prescribing programmes (for chiropodists / podiatrists, radiographers and physiotherapists) and programmes in local anaesthetics and prescription-only medicine for chiropodists / podiatrists. For people who successfully complete these programmes, we will make a note on the Register known as an 'annotation'.

The HPC publishes a list of all approved programmes at www.hpc-uk.org/education

Approvals

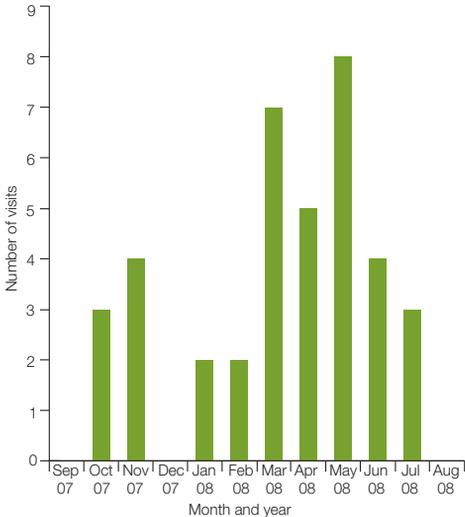
Number of approval visits

This year we conducted 38 visits.

Table 1 Number of visits per month

Month	Number of visits
September 2007	0
October 2007	3
November 2007	4
December 2007	0
January 2008	2
February 2008	2
March 2008	7
April 2008	5
May 2008	8
June 2008	4
July 2008	3
August 2008	0

Graph 1 Number of visits per month

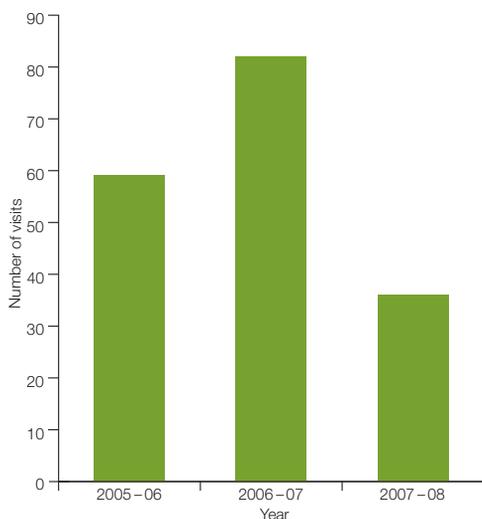


The largest number of visits were made in March, April and May 2008. Approximately 50 per cent of all visits took place within this three-month period. In the previous two years the busiest three months for visits were April, May and June. Across a three year period, we now have clear evidence of approximately half of all our visits being held within just three months of each year. This represents a significant peak of activity and concentration of our resources. Even though there has been a slight shift in the actual months this year, there is still a preference for us to coordinate our visits with education providers' internal periodic reviews and validations, which tend to be held at this time of the academic year. Also, we do not hold visits less than three months before the start of a programme. Most programmes start in September, which means that June is the cut-off point each year. This makes the preceding months popular choices for visits by education providers.

Table 2 Number of visits in 2007–08, compared to 2005–06 and 2006–07

Year	Number of visits
2005–06	59
2006–07	82
2007–08	38

Graph 2 Number of visits in 2007 – 08, compared to 2005 – 06 and 2006 – 07



This year, we held the lowest number of visits in three years. We held 42 less visits than in the previous year. This represents a 48 per cent decrease in the number of visits. The reasons for this decrease will be looked at in later sections.

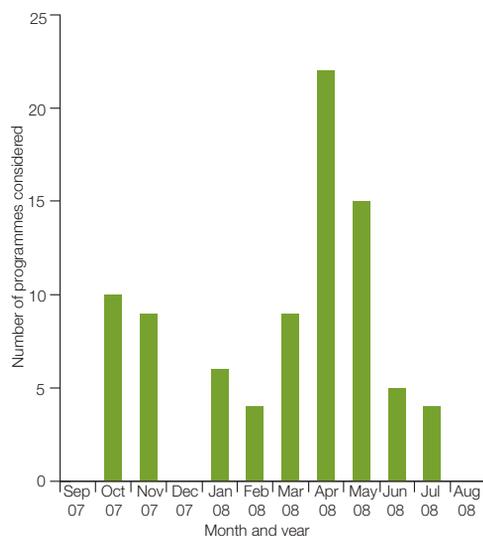
Number of programmes considered

This year, during the 38 visits, 84 programmes were considered. Each mode of study or level of qualification is recorded as a separate programme.

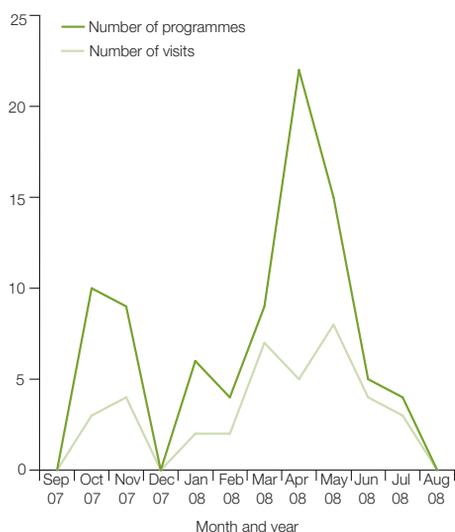
Table 3 Number of programmes considered per month

Month	Number of programmes considered
September 2007	0
October 2007	10
November 2007	9
December 2007	0
January 2008	6
February 2008	4
March 2008	9
April 2008	22
May 2008	15
June 2008	5
July 2008	4
August 2008	0

Graph 3 Number of programmes considered per month



Graph 4 Number of visits compared to number of programmes considered



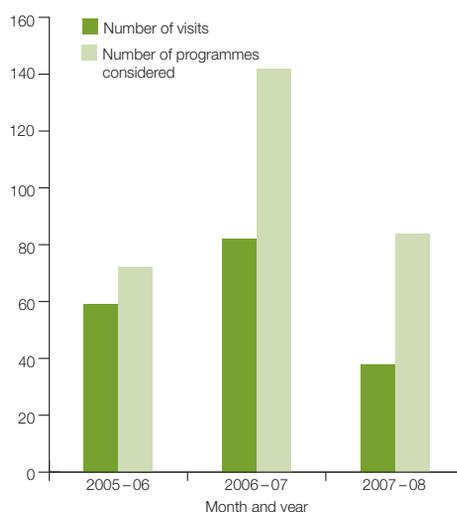
Approximately half of our visits considered more than one programme. Four visits considered more than one qualification from the same profession (eg Postgraduate Diploma in Physiotherapy and BSc (Hons) Physiotherapy). Eight visits considered one programme offered in two different modes of study (eg BSc (Hons) Biomedical Science full-time, and BSc (Hons) Biomedical Science part-time). Seven visits considered more than one profession (eg BSc (Hons) Physiotherapy and BSc (Hons) Occupational Therapy). The size of the multi-professional visits varied greatly and explains the reason for the large variation between number of visits and number of programmes considered in April 2008 in particular. Four multi-professional visits in April 2008 considered 21 programmes. This equates to 58 per cent of all programmes visited in the entire year.

As with the previous two years, the variation in the number of visits compared to the number of programmes considered is to be expected. Our standards of education and training are generic and not overly prescriptive, therefore allowing education providers to design very different programmes to suit their own individual needs. Additionally, there are programmes delivered with differing modes of study (eg on a full-time and part-time basis) which means that visits can address multiple paths to the same award.

Table 4 Number of programmes considered in 2007-08, compared to 2005-06 and 2006-07

	2005 -06	2006 -07	2007 -08
Number of visits	59	82	38
Number of programmes considered	72	142	84

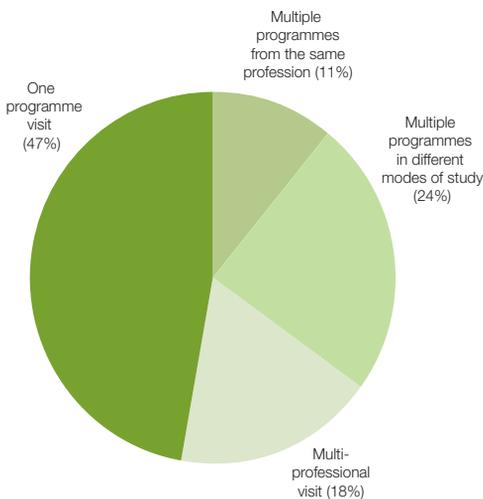
Graph 5 Number of programmes considered in 2007-08, compared to 2005-06 and 2006-07



This year, 58 less programmes were considered than in the previous year. This represents a 41 per cent decrease. Whilst both the number of visits and the number of programmes considered have decreased significantly from the previous year, they have decreased at different rates. This year, even though we held less visits than in the previous year, we considered more programmes on each visit. In 2006–07, there was an average of 1.7 programmes being considered per visit, this rose to 2.3 this year.

The difference between the number of visits and the number of programmes visited results from our approval process, which allows us to incorporate multi-professional, multi-award and single programmes into one approval visit. Whilst the majority of visits (47%) continued to consider one programme only, there was a significant increase in the number of multi-professional and multi-award visits this year. This is a growing trend across the last three years.

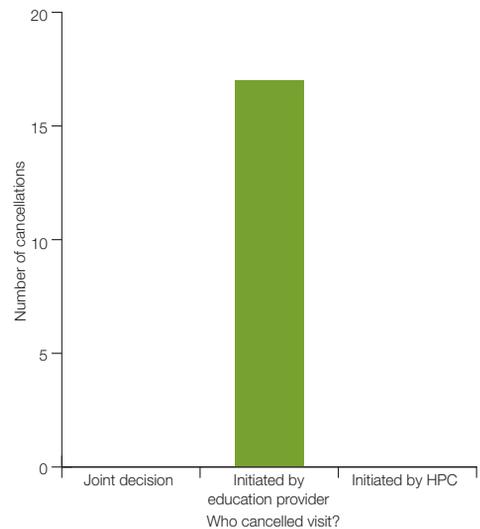
Graph 6 Types of visit



Cancelled and postponed visits

This year, eleven visits were cancelled. These eleven visits were due to consider 17 programmes. All of these cancellations were initiated by education providers. All except one of the visits were cancelled at least six weeks before the date of the visit, so minimum time and effort was wasted. One visit, due to consider two programmes, was cancelled on the day of the proposed visit.

Graph 7 Who cancelled visits?



As in previous years, there were a number of reasons given by education providers for these cancellations. These included insufficient preparation of the documentation for the visit, unconfirmed funding arrangements for new programmes and internal decisions to delay the start date of new programmes to the next academic year.

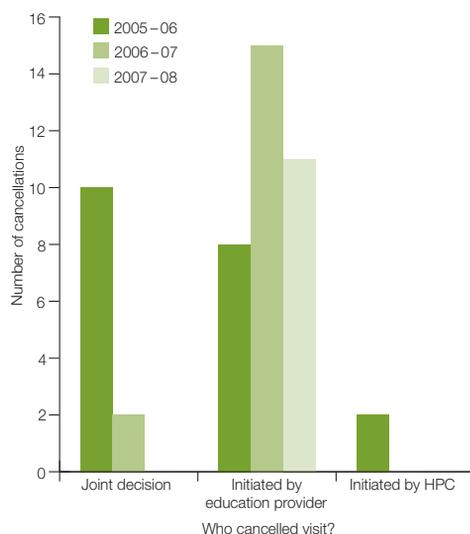
In the instance where the visit was cancelled on the day of the proposed visit, the education provider actually withdrew their request for approval midway through the visit. Our process does not allow the HPC to cancel a visit once it has started, however it is possible for an education provider to withdraw their request for approval (which in effect cancels the remainder of the visit) if the programme is a new programme seeking approval for the first time. For more information on cancelling visits please see the publication Approval process—Supplementary information for education providers and our Guidelines for HPC approval visits.

Table 5 Number of cancelled visits in 2007–08, compared to 2005–06 and 2006–07

Year	Number of cancelled visits
2005–06	20
2006–07	17
2007–08	11

This year, fewer visits were cancelled than in the previous year. Taking into account the overall number of programmes visited, the overall cancellation rate is similar to last year (approximately 11% to 13%). This continues to have a positive affect on the HPC’s overall approval visit schedule. As the HPC requires six months’ notice of a visit, to allow time for arrangements to be made and for the Visitors to read the documentation, late cancellation often means that there is insufficient time to reallocate slots in the schedule to another visit. The relatively low cancellation rate means that the HPC continues to be able to use resources effectively.

Graph 8 Who cancelled visits in 2007–08, compared to 2005–06 and 2006–07?



For the second year running, the HPC did not independently cancel any visits. Over the three-year period, there has been a significant drop in the number of cancellations initiated by the HPC. This can be directly attributed to the fine-tuning of our process guidelines and implementation as well as our resource planning. The six-month notification period for a visit allows us sufficient time to find Visitors (who do not have a significant connection with the programme) for the selected dates. Additionally, regular communication between the HPC and the education provider throughout this six-month notification period allows us to highlight and overcome any obstacle which, if left unresolved, could lead to cancellation or postponement.

Where were the programmes we visited?

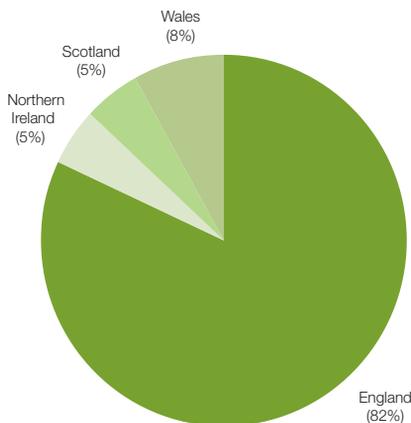
We visited more programmes in England than the other home countries this year. This pattern mirrors the previous two years and is to be expected as we have the highest number of approved programmes in England, with the second highest number in Scotland. This year, we visited substantially less programmes in Scotland, Wales and Northern Ireland, than in the previous two years.

There were no multi-professional or multi-award visits in Scotland, Wales or Northern Ireland this year, which is the main reason for the decline in visits to these three countries.

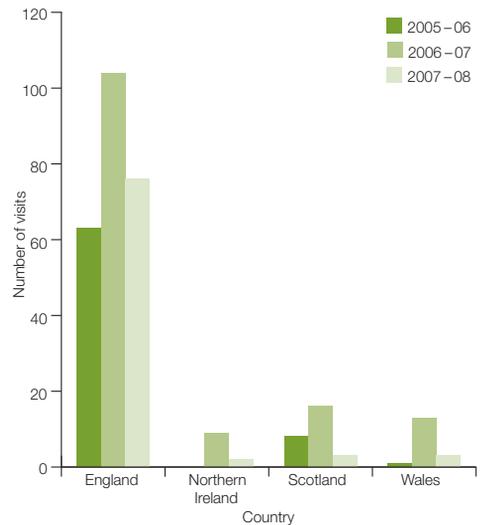
Table 6 Breakdown of visits by country

Country	Number of programmes visited		
	2005 -06	2006 -07	2007 -08
England	63	104	31
Northern Ireland	0	9	2
Scotland	8	16	2
Wales	1	13	3

Graph 9 Breakdown of visits by country



Graph 10 Breakdown of visits by country in 2007 – 08, compared to 2005 – 06 and 2006 – 07



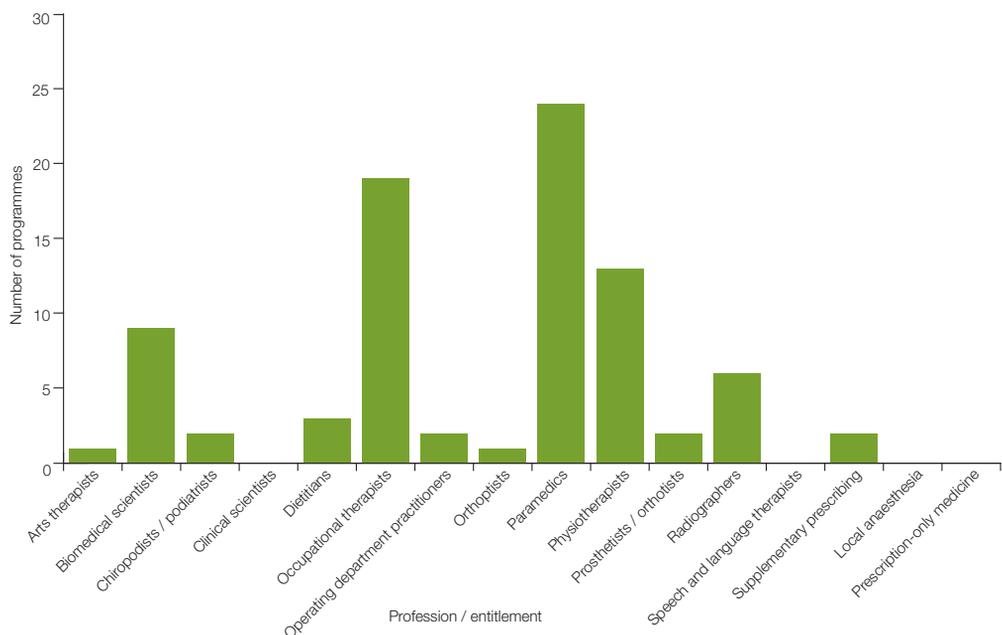
What types of programme were visited?

We visited more paramedic programmes than any other programme this year. Occupational therapist programmes had the second highest number of visits. No visits were made to two professions (clinical scientists and speech language therapists) and two entitlements (local anaesthesia and prescription-only medicine) as there was no reason to visit existing programmes, and no new programmes were developed in these professions / entitlements. This year, a significant majority (98%) of visits were to pre-registration programmes.

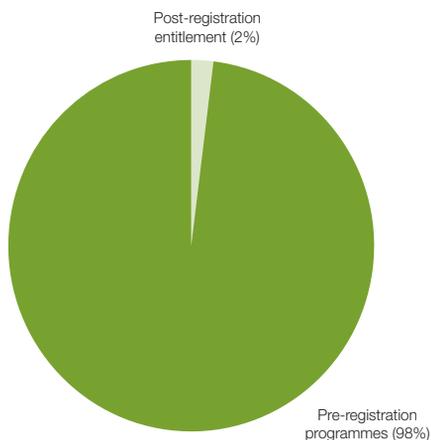
Table 7 Breakdown of visits by profession / entitlement

Profession / entitlement	Number of programmes visited	
Arts therapists	1	1%
Biomedical scientists	9	11%
Chiropodists / podiatrists	2	2%
Clinical scientists	0	0%
Dietitians	3	4%
Occupational therapists	19	23%
Operating department practitioners	2	2%
Orthoptists	1	1%
Paramedics	24	29%
Physiotherapists	13	15%
Prosthetists / orthotists	2	2%
Radiographers	6	7%
Speech and language therapists	0	0%
Supplementary prescribing	2	2%
Local anaesthesia	0	0%
Prescription-only medicine	0	0%

Graph 11 Breakdown of visits by profession / entitlement



Graph 12 Breakdown of visits by pre- and post-registration



Why did we visit these professions / entitlements?

As we do not visit programmes on a routine or cyclical basis (eg every five years), it is difficult to predict which programmes will be visited and draw long-term trends on visits. However, because we visit new programmes and programmes undergoing major change, we can make a broad forecast as to the level of change in each profession / entitlement based on universal changes in legislation and / or curriculum guidance.

In the previous two years, visits to supplementary prescribing programmes have accounted for the majority of our visits. This year, we held just two visits to supplementary prescribing programmes. This significant reduction could possibly be attributed to the fact that over the last two years, we have visited 52 supplementary prescribing programmes. The ‘market’ for supplementary prescribing programmes is almost saturated as we now have 54 approved supplementary prescribing programmes in the UK.

This is the highest number of approved programmes for a single profession or entitlement.

The high number of visits to paramedic programmes is partly due to a decision taken by the HPC in 2007. In 2004, when the HPC adopted all the approved paramedic programmes from its predecessor, the Council for Professions Supplementary to Medicine (CPSM), a decision was made to visit all paramedic programmes, as they had not been visited since the publication of the final QAA subject benchmark statements. This resulted in a number of visits to paramedic programmes in the 2005–06 and 2006–07 academic years. In 2006, the Education and Training Committee made a follow-up decision to confirm that all IHCD paramedic awards should be visited as soon as possible. The delay in visiting the IHCD paramedic award programmes was due to the uncertainty of their future. Once a decision was taken in 2007, visits to 13 education providers were scheduled, with the majority taking place within this year.

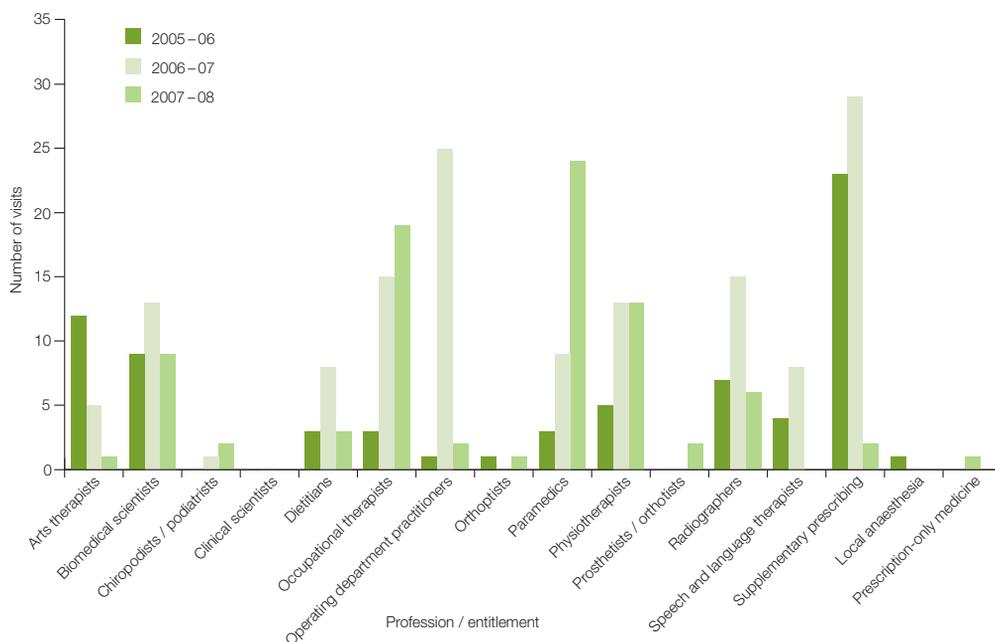
We do not expect paramedic programmes to account for such a high number of visits in future years, as we will only need to visit these programmes if they make major changes from now on. Over 60 per cent of the paramedic programmes visited this year were to IHCD paramedic awards. This represents a short term peak, rather than a potential long-term trend.

The high number of visits to occupational therapist and physiotherapist programmes is to be expected, as these are the two professions which have the largest number of approved programmes.

Table 8 Breakdown of visits by profession / entitlement in 2007–08, compared to 2005–06 and 2006–07

Profession / entitlement	Number of programmes visited		
	2005–06	2006–07	2007–08
Arts therapists	12	5	1
Biomedical scientists	9	13	9
Chiropodists / podiatrists	0	1	2
Clinical scientists	0	0	0
Dietitians	3	8	3
Occupational therapists	3	15	19
Operating department practitioners	1	25	2
Orthoptists	1	0	1
Paramedics	3	9	24
Physiotherapists	5	13	13
Prosthetists / orthotists	0	0	2
Radiographers	7	15	6
Speech and language therapists	4	8	0
Supplementary prescribing	23	29	2
Local anaesthesia	1	0	0
Prescription-only medicine	0	1	0

Graph 13 Breakdown of visits by profession in 2007–08, compared to 2005–06 and 2006–07



Reasons for a visit

There were three reasons for all of the visits this year. They are listed below.

- A new programme seeking HPC approval for the first time.
- A major change to a currently approved programme.
- A currently approved programme not approved since the publication of the QAA subject benchmark statements.

This last reason is due to a decision made when the HPC adopted all the approved programmes from its predecessor, the Council for Professions Supplementary to Medicine (CPSM). At that time, a decision was made to only visit programmes which had not been visited since the publication of the QAA subject benchmark statements.

This decision ensured our processes were cost effective and flexible and that our regulation was robust and rigorous, without being overly burdensome.

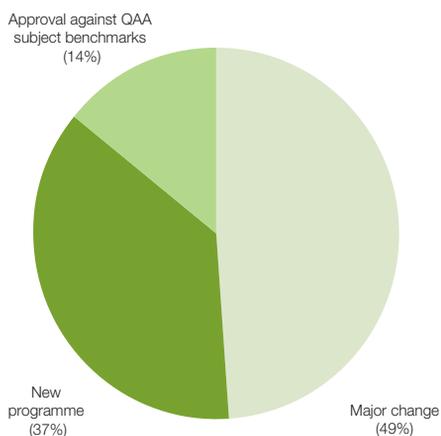
In previous years, there were two additional reasons for visits. They are listed below.

- A new profession joins the Register.
- The annual monitoring process identifies significant changes to a currently approved programme.

Table 9 Breakdown of visits by reason for visit

Reason for visit	Number of programmes visited	
Major change	41	49%
Annual monitoring	0	0%
New programme	31	37%
New profession onto the Register	0	0%
Approval against QAA subject benchmarks	12	14%

Graph 14 Breakdown of visits by reason for visit



This year nearly half of our visits were to consider major changes to already approved programmes. There has been an increasing trend over the previous two years to visit existing programmes which are undergoing a major change. However, this year the percentage share has grown significantly from approximately 25 per cent of all visits to 49 per cent.

The number of visits to new programmes seeking approval for the first time has remained relatively consistent with the previous two years. For the third year in a row, biomedical scientist and paramedic programmes were the professions producing the most new programmes.

This year, we did not visit any already approved programmes as a result of our annual monitoring process. There is no clear reason for this.

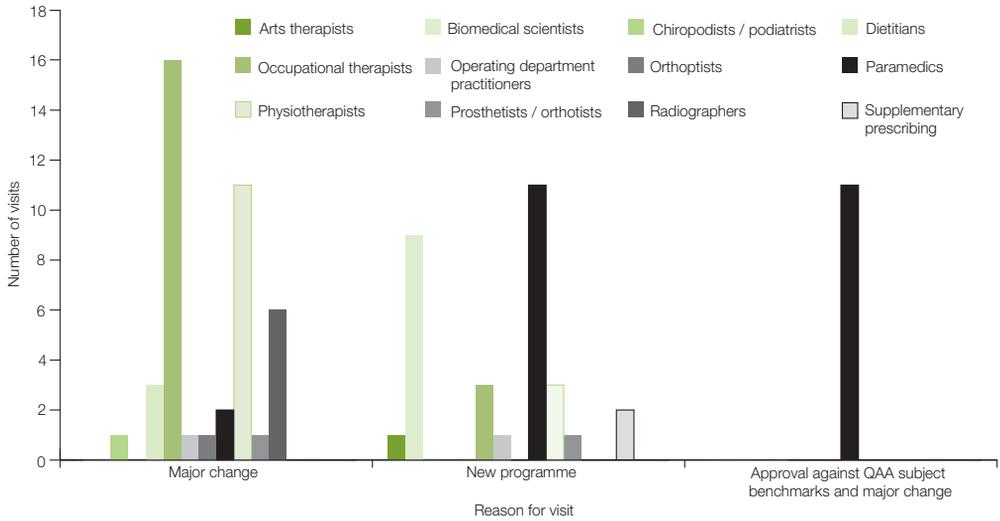
We did not visit any programmes from professions new to the HPC Register this year. This is because the last new profession to join the HPC Register at the time of writing was operating department practitioners in 2004 and all of these programmes were visited in 2005–06 and 2006–07. We anticipate visiting more programmes for this reason following practitioner psychologists joining the register in 2009.

The reasons for visits varied greatly between and within the professions / entitlements. The following table shows the reasons for a visit broken down into each profession / entitlement.

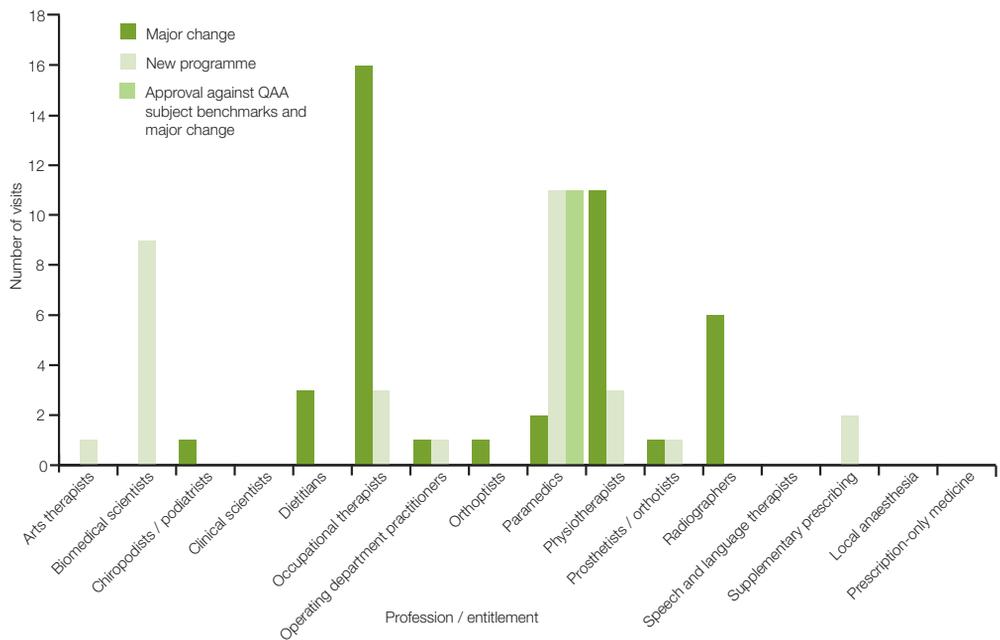
Table 10 Breakdown of reasons for visit by profession / entitlement

Profession /entitlement	Reason for visit				
	Major change	Annual monitoring	New programme	New profession onto the register	Approval against QAA subject benchmarks
Arts therapists	0	0	1	0	0
Biomedical scientists	0	0	9	0	0
Chiropodists / podiatrists	1	0	0	0	0
Clinical scientists	0	0	0	0	0
Dietitians	3	0	0	0	0
Occupational therapists	16	0	3	0	0
Operating department practitioners	1	0	1	0	0
Orthoptists	1	0	0	0	0
Paramedics	2	0	11	0	11
Physiotherapists	11	0	3	0	0
Prosthetists / orthotists	1	0	1	0	0
Radiographers	6	0	0	0	0
Speech and language therapists	0	0	0	0	0
Supplementary prescribing	0	0	2	0	0
Local anaesthetic	0	0	0	0	0
Prescription only medicine	0	0	0	0	0

Graph 15 Breakdown of visits by profession / entitlement and reason for visit



Graph 16 Breakdown of reasons for a visit by profession / entitlement and reason for visit



This year, the majority of new programmes were paramedic programmes. Biomedical scientist programmes accounted for the second highest number of new programmes.

For the previous two years, supplementary prescriber programmes have accounted for the majority of new programmes, with biomedical scientists and paramedics in second and third places. The consistent number of programmes in these two professions can be attributed to a number of factors, including changes to funding arrangements, changes in curriculum guidance and new models of workforce planning. We have visited 23 biomedical scientist programmes and 17 paramedic programmes over the last two years. We anticipate that the proportionately high number of visits to new programmes in these professions will continue for the next few years.

Of the 13 professions on our Register at the time period covered by this report, only seven developed new programmes this year. There were new programmes for arts therapists, biomedical scientists, occupational therapists, operating department practitioners, paramedics, physiotherapists and prosthetists / orthotists. Apart from operating department practitioners and prosthetists / orthotists, all of these professions have developed new programmes in the previous two years.

The majority of major change visits were to occupational therapist (38%), physiotherapist (26%) and radiographer (15%) programmes. This reflects the fact that these three professions are the ones with the highest number of already approved programmes. This trend was also evident last year.

All of the visits to programmes against the QAA subject benchmark statements were from the paramedic profession. The reasons for this are explained in the previous section.

List of visits and outcomes

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

Table 11 Overview of visits 2007–08

Education provider	Programme	Mode of study	Date of visit	Status (at 1 November 2008)
City University	Independent / Supplementary Prescribing	Part Time	16 October 2007	Approved
University of Derby	BSc (Hons) Occupational Therapy	Full Time	18 October 2007	Approved
University of Derby	BSc (Hons) Occupational Therapy	Full Time Accelerated	18 October 2007	Approved
University of Derby	BSc (Hons) Occupational Therapy	Part Time	18 October 2007	Approved
University of Plymouth	BSc (Hons) Paramedic Practitioner (Community Emergency Health)	Part Time	25 October 2007	Approved
University of Plymouth	BSc (Hons) Paramedic Practitioner (Community Emergency Health)	Full Time	25 October 2007	Approved
University of Plymouth	Diploma in Higher Education Paramedic Studies (Community Emergency Health)	Full Time	25 October 2007	Approved
University of Plymouth	Diploma in Higher Education Paramedic Studies (Community Emergency Health)	Part Time	25 October 2007	Approved
University of Plymouth	Graduate Diploma Paramedic Practitioner (Community Emergency Health)	Full Time	25 October 2007	Approved
University of Plymouth	Graduate Diploma Paramedic Practitioner (Community Emergency Health)	Part Time	25 October 2007	Approved

Education provider	Programme	Mode of study	Date of visit	Status (at 1 November 2008)
The Robert Gordon University	BSc (Hons) Diagnostic Radiography	Full Time	6 November 2007	Approved
Coventry University	BSc (Hons) Applied Biomedical Science	Full Time	7 November 2007	Request withdrawn
York St John University	BHSc (Hons) Occupational Therapy	Full Time	15 November 2007	Approved
York St John University	BHSc (Hons) Occupational Therapy	Flexible	15 November 2007	Approved
York St John University	BHSc (Hons) Occupational Therapy	Part Time (In Service)	15 November 2007	Approved
York St John University	BHSc (Hons) Physiotherapy	Full Time	15 November 2007	Approved
York St John University	BHSc (Hons) Physiotherapy	Flexible	15 November 2007	Approved
York St John University	BHSc (Hons) Physiotherapy	Part Time (In Service)	15 November 2007	Approved
University of Ulster	BSc (Hons) Biomedical Science with DPP (Pathology)	Full Time	21 November 2007	Approved
University of the West of England, Bristol	Foundation Degree Paramedic Science	Full Time	10 January 2008	Approved
University of Cumbria	BSc (Hons) Occupational Therapy	Full Time	15 January 2008	Approved
University of Cumbria	BSc (Hons) Occupational Therapy	Part Time	15 January 2008	Approved
University of Cumbria	BSc (Hons) Physiotherapy	Full Time	15 January 2008	Approved
University of Cumbria	MSc Occupational Therapy (Accelerated route)	Full Time	15 January 2008	Approved
University of Cumbria	MSc Physiotherapy (Accelerated route)	Full Time	15 January 2008	Approved
University of Nottingham	Masters of Nutrition (M Nutr)	Full Time	20 February 2008	Approved
University of Nottingham	Masters of Nutrition (M Nutr)	Full Time Accelerated	20 February 2008	Approved

Education provider	Programme	Mode of study	Date of visit	Status (at 1 November 2008)
University of Central Lancashire	BSc (Hons) Physiotherapy	Part Time	21 February 2008	Approved
University of Central Lancashire	BSc (Hons) Physiotherapy	Full Time	21 February 2008	Approved
University of Leeds	BSc (Hons) Radiography (Diagnostic)	Full Time	4 March 2008	Approved
Iron Mill Institute, Exeter	MA Drama Therapy	Part Time	5 March 2008	Approved
The University of Northampton	BSc (Hons) Podiatry	Full Time	11 March 2008	Approved
University of Wolverhampton	BSc (Hons) Applied Biomedical Science	Full Time	11 March 2008	Request withdrawn
University of Wolverhampton	BSc (Hons) Applied Biomedical Science	Part Time	11 March 2008	Request withdrawn
Welsh Ambulance Services NHS Trust	IHCD Paramedic Award	Full Time	11 March 2008	Pending
Open University	Foundation Degree in Operating Department Practice	Part Time	18 March 2008	Pending
Open University	Foundation Degree in Paramedic Science	Part Time	18 March 2008	Approved
East of England Ambulance NHS Trust	Certificate of Higher Education in Emergency Medical Care (incorporating the IHCD paramedic award)	Part Time	26 March 2008	Approved
University of Plymouth	BSc (Hons) Occupational Therapy	Part Time	8 April 2008	Approved
University of Plymouth	BSc (Hons) Occupational Therapy	Full Time	8 April 2008	Approved
University of Plymouth	BSc (Hons) Physiotherapy	Full Time	8 April 2008	Approved
University of Plymouth	BSc (Hons) Podiatry	Full Time	8 April 2008	Pending
University of Liverpool	BSc (Hons) Diagnostic Radiography	Full Time	9 April 2008	Approved

Education provider	Programme	Mode of study	Date of visit	Status (at 1 November 2008)
University of Liverpool	BSc (Hons) Occupational Therapy	Full Time	9 April 2008	Approved
University of Liverpool	BSc (Hons) Orthoptics	Full Time	9 April 2008	Approved
University of Liverpool	BSc (Hons) Physiotherapy	Full Time	9 April 2008	Approved
University of Liverpool	BSc (Hons) Radiotherapy	Full Time	9 April 2008	Approved
Coventry University	BSc (Hons) Dietetics	Full Time	15 April 2008	Approved
Coventry University	BSc (Hons) Occupational Therapy	Full Time	15 April 2008	Approved
Coventry University	BSc (Hons) Occupational Therapy	Part Time	15 April 2008	Approved
Coventry University	BSc (Hons) Occupational Therapy	Part Time (In Service)	15 April 2008	Approved
Coventry University	BSc (Hons) Occupational Therapy (Outreach)	Part Time (In Service)	15 April 2008	Approved
Coventry University	BSc (Hons) Physiotherapy	Full Time	15 April 2008	Approved
Coventry University	Diploma of Higher Education Operating Department Practice	Full Time	15 April 2008	Approved
Coventry University	Diploma of Higher Education Paramedic Science	Full Time	15 April 2008	Approved
Coventry University	Foundation Degree in Paramedic Science	Full Time	15 April 2008	Approved
St George's, University of London	BSc (Hons) Diagnostic Radiography	Full Time	16 April 2008	Approved
St George's, University of London	BSc (Hons) Physiotherapy	Full Time	16 April 2008	Approved
St George's, University of London	BSc (Hons) Therapeutic Radiography	Full Time	16 April 2008	Approved
Swansea University	Dip HE Paramedic Science	Full Time	16 April 2008	Approved
University of Portsmouth	BSc (Hons) Applied Biomedical Science	Full Time	7 May 2008	Approved

Education provider	Programme	Mode of study	Date of visit	Status (at 1 November 2008)
University of Portsmouth	BSc (Hons) Applied Biomedical Science	Part Time	7 May 2008	Approved
Yorkshire Ambulance Service	Paramedic Programme	Full Time	7 May 2008	Pending
Yorkshire Ambulance Service	Paramedic Programme	Part Time	7 May 2008	Pending
South Western Ambulance NHS Trust	IHCD Paramedic Award	Full Time	13 May 2008	Pending
The University of Northampton	BSc (Hons) Occupational Therapy	Part Time (In Service)	13 May 2008	Approved
The University of Northampton	BSc (Hons) Occupational Therapy	Full Time	13 May 2008	Approved
The University of Northampton	BSc (Hons) Occupational Therapy	Part Time	13 May 2008	Approved
University of Strathclyde	BSc (Hons) Prosthetics and Orthotics	Full Time	13 May 2008	Pending
University of Strathclyde	MSci Prosthetics & Orthotics	Full Time	13 May 2008	Pending
University of Bradford	BSc (Hons) Applied Biomedical Science	Full Time	21 May 2008	Approved
University of Bradford	BSc (Hons) Applied Biomedical Science	Part Time	21 May 2008	Approved
Northern Ireland Ambulance Service	IHCD Paramedic Award	Full Time	28 May 2008	Pending
University of Huddersfield	BSc (Hons) Physiotherapy	Full Time	28 May 2008	Approved
University of Huddersfield	Pg Dip Physiotherapy	Full Time	28 May 2008	Approved
Middlesex University	BSc (Hons) Applied Biomedical Science	Full Time	4 June 2008	Pending
Great Western Ambulance Service NHS Trust	IHCD Paramedic Award	Full Time	10 June 2008	Pending
North West Ambulance Service NHS Trust	IHCD Paramedic Award	Block Release	18 June 2008	Pending
Staffordshire University	Foundation Degree in Paramedic Science	Full Time	24 June 2008	Pending

Education provider	Programme	Mode of study	Date of visit	Status (at 1 November 2008)
Staffordshire University	Foundation Degree in Professional Development in Paramedic Science	Full Time	24 June 2008	Approved
East Midlands Ambulance Service NHS Trust	IHCD Paramedic Award	Full Time	10 July 2008	Pending
East Midlands Ambulance Service NHS Trust	IHCD Paramedic Award	Part Time	10 July 2008	Pending
North East Ambulance Service NHS Trust	IHCD Paramedic Award	Full Time	15 July 2008	Pending
Swansea University	Supplementary Prescribing for Allied Health Professionals	Part Time	23 July 2008	Pending

Outcome of visits

After an approval visit, Visitors can recommend one of the following to the Education and Training Committee.

- Approval of a programme without any conditions.
- Approval of a programme subject to all conditions being met.
- Non-approval of a new programme.
- Withdrawal of approval from a currently approved programme.

This year all programmes visited were recommended for approval, apart from two which withdrew their request for approval on the day of the visit. Only nine per cent of programmes were recommended for approval without any conditions. This is slightly more than in the previous year, when only five per cent of programmes visited were recommended for approval without any conditions. However, two years ago, 13 per cent of programmes were recommended for approval without any conditions.

Across a three year period, an average of nine per cent of programmes were recommended for approval without any conditions.

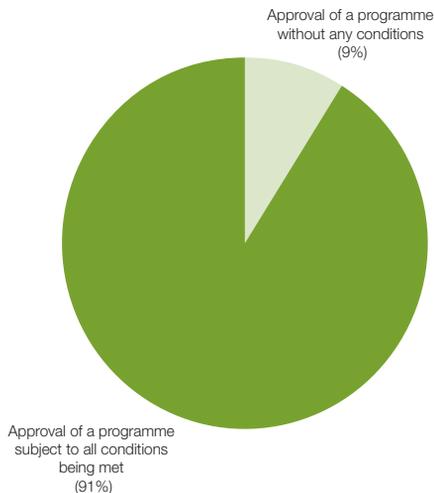
As in previous years, the majority of programmes had conditions to meet before the Education and Training Committee could grant or reconfirm open-ended approval.

Table 12 Summary of outcomes of visits

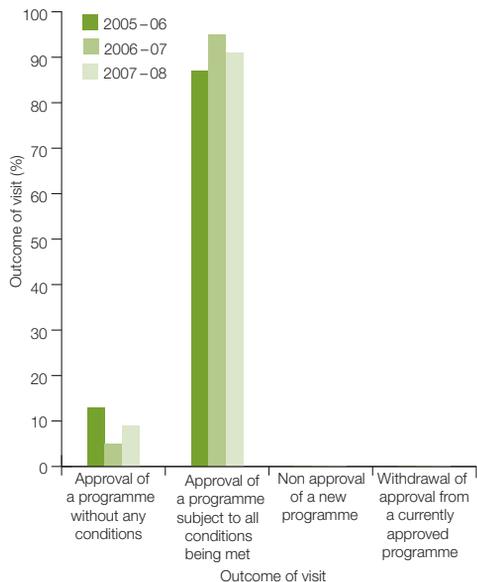
Recommendation	Number of outcomes
Approval of a programme without any conditions	7 (9%)
Approval of a programme subject to all conditions being met	75 (91%)
Non-approval of a new programme	0 (0%)
Withdrawal of approval from a currently approved programme	0 (0%)

Note: Two programmes withdrew their request for approval on the day of the visit, so no recommendation was made.

Graph 17 Summary of outcomes of visits



Graph 18 Summary of outcomes of visits in 2007–08, compared to 2005–06 and 2006–07



Conditions

‘Conditions’ are requirements which Visitors recommend that an education provider must meet before a programme can be approved. Conditions are linked to the standards of education and training and require changes to the programme to ensure the threshold standards are met.

This year, there were 846 conditions set across the 84 programmes visited. This gives an average of ten conditions per programme.

Table 13 Number of conditions in 2007–08, compared to 2005–06 and 2006–07

Year	Number of conditions	Number of programmes visited	Average number of conditions per programme
2005–06	372	62	6
2006–07	734	142	5
2007–08	846	84	10

Across a three year period, the total number of conditions has increased year on year.

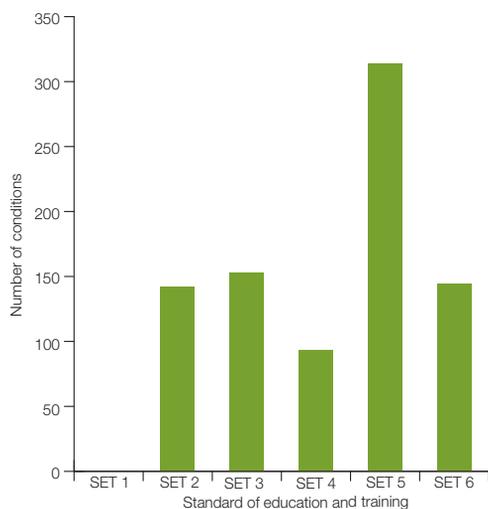
However, the number of programmes visited has not increased at a similar rate. In fact, this year there was a decrease, rather than an increase in the number of programmes visited. In the previous two years, the average number of conditions was relatively stable. However this year the average number of conditions has virtually doubled. The figures from this year make it difficult to see any broad trends in the average number of conditions, as it is impossible to determine whether this year's figures represent an anomaly or a future trend. The reasons for the significant change in average rates this year will be looked at in the next section in more detail.

There are 63 specific standards. Each one can have conditions mapped against it. The table below shows the number of conditions listed against the broad standard categories.

Table 14 Number of conditions by standard of education and training

Standard of education and training (SET)	Number of conditions	Percentages
1 The level of qualification for entry to the Register	0	0%
2 Programme admissions standards	142	17%
3 Programme management and resources standards	153	18%
4 Curriculum standards	93	11%
5 Practice placements standards	314	37%
6 Assessment standards	144	17%

Graph 19 Number of conditions by standard of education and training



The highest number of conditions was set against the placement standards (SET 5) and the lowest number of conditions was set against the level of qualification for entry to the Register (SET 1). This is the third consecutive year where placement standards have had the most conditions set against them, and by a substantial margin.

For the third year, a relatively low number of conditions have been set against curriculum standards. This continues to be encouraging, as it shows most education providers are designing programmes which ensure that those who successfully complete them meet the standards of proficiency.

The continuing high number of conditions set against placement standards is of growing concern. Last year, we published our guidance on our standards of education and training, which explains that the HPC expects education providers, rather than practice placement providers, to take ultimate responsibility for placements. Whilst the timing

of the publication of our guidance did not allow all education providers to take full advantage of it for their visits last year, it was hoped that from this year onwards, education providers would have benefited from the guidance and developed a more accurate understanding of our placement standards. We will continue to publicise and encourage education providers to use our guidance, in particular focusing on the areas most at risk.

No conditions were set against standard one (the level of qualification for entry to the Register) this year. Conditions set against this standard are very unusual, as the standard is broad and flexible, which allows education providers to meet it in a variety of ways. In three years, just three conditions have been set against standard one.

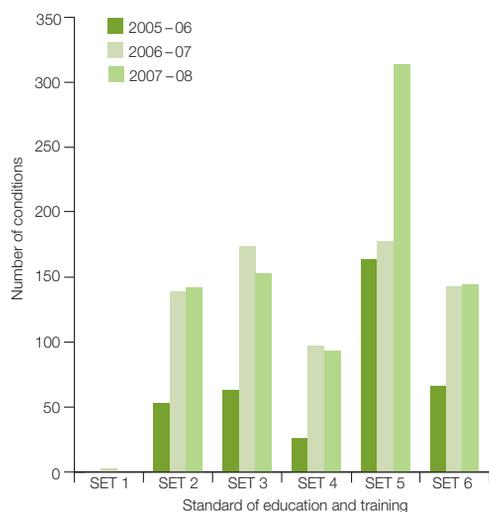
This year actually saw a relative decrease in the number of conditions set against programme admissions, programme management and resources, curriculum, and assessment standards.

The increase in the number of conditions set this year can solely be accounted for by the increase in conditions against placement standards. Last year, conditions against placement standards equated to 24 per cent of all conditions; this year they equated to 37 per cent of all conditions. The forthcoming sections discuss possible reasons for the overall increase in the number of conditions against placement standards this year. These include looking at the reason for the visit and the professions visited.

Table 15 Number of conditions in 2007–08, compared to 2005–06 and 2006–07, by standard of education and training

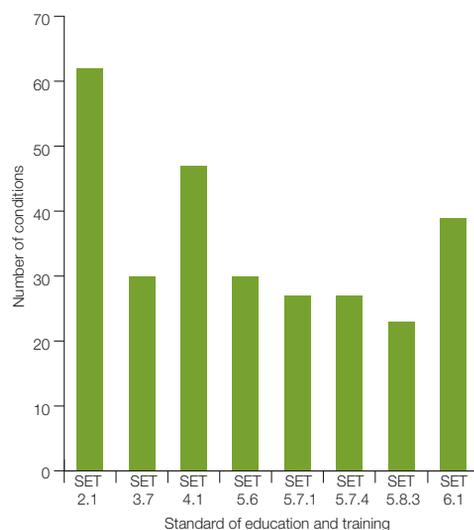
Standard of education and training (SETs)	Number of conditions		
	2005–06	2006–07	2007–08
1 The level of qualification for entry to the Register	0	3	0
2 Programme admissions standards	53	139	142
3 Programme management and resources standards	63	174	153
4 Curriculum standards	26	97	93
5 Practice placements standards	164	178	314
6 Assessment standards	66	143	144

Graph 20 Number of conditions in 2007–08, compared to 2005–06 and 2006–07



Within each group of standards, there are a number of individual standards. Graph 21 shows the eight specific standards which had the highest number of conditions set against them this year.

Graph 21 The eight standards of education and training with the highest number of conditions set against them in 2007–08



For three years, there have been a relatively high number of conditions set against standards 2.1 and 5.6.

Standard 2.1 seeks to ensure that the admissions procedure of an approved programme gives both the education provider and the applicant the information they require

to make an informed choice about whether to make or take up the offer of a place on the programme. Conditions against this standard were repeatedly set for two reasons. Firstly, education providers did not make it clear in their information that completing a programme means students are 'eligible to apply' for registration with the HPC. Instead they used phrases like 'completing this programme entitles you to be registered with the HPC' or 'once you have completed this programme, you will be registered'. Secondly, education providers used outdated phrases such as 'state registered' or confused the role of the HPC with the role of professional bodies. We published an advertising protocol last year, which gives education providers advice on how best to advertise their programme and refer to the HPC. Whilst the timing of the advertising protocol did not allow all education providers to take full advantage of it for their visits last year, it was hoped that from this year onwards, education providers would have benefited from the advertising protocol and developed more accurate advertising and promotional materials for their programmes. We will continue to publicise and encourage education providers to use our advertising protocol, in particular focusing on the areas most at risk in terms of our admissions standards.

Standard 5.6 seeks to ensure that education providers maintain a thorough and effective system for approving and monitoring placements. The high number of conditions set against this standard relates to the fact that many education providers often misunderstand our placement standards, and the level of responsibility they need to assume themselves. In addition, the impact of our guidance has not yet been felt. We will continue to publicise and encourage education providers to use our standards of education and training guidance, in particular focusing on the responsibility and remit of our admissions standards.

For two years, there have been a relatively high number of conditions set against standard 4.1. Standard 4.1 seeks to ensure that the learning outcomes of an approved programme ensure that those who successfully complete the programme are able to meet the standards of proficiency for their part of the Register. This is one of the most crucial standards and whilst it is important that potential shortfalls in this area are monitored, it should not be assumed to be a common long-term trend at this stage. As last year, the relatively high number of conditions set against standard 4.1 appears to be concentrated in specific professions and this will be further discussed later in this section.

This year, there were a relatively high number of conditions set against standards 3.7, 5.7.1, 5.7.4 and 5.8.3. This was not a feature in the previous two years and therefore it should not be assumed to be a common, long-term trend. The possible reason for the increase in conditions against these standards is linked to the professions visited this year and will be discussed in more detail in forthcoming sections.

In the previous two years, there were a relatively high number of conditions set against standards 2.2, 3.9 and 6.7.5. This feature was not repeated this year and therefore it has been assumed that the revisions to our standards (6.7.5 in particular) and publication of our guidance have helped prepare education providers better for visits this year.

The number and concentration of conditions varied greatly between and within the professions. The following tables show the conditions broken down by profession.

Table 16 Breakdown of conditions by profession / entitlement

Profession / entitlement	Number of conditions	
Arts therapists	10	1%
Biomedical scientists	73	9%
Chiropodists / podiatrists	42	5%
Clinical scientists	0	0%
Dietitians	25	3%
Occupational therapists	120	14%
Operating department practitioners	54	6%
Orthoptists	1	0%
Paramedics	388	46%
Physiotherapists	48	6%
Prosthetists / orthotists	52	6%
Radiographers	7	1%
Speech and language therapists	0	0%
Supplementary prescribing	26	3%
Local anaesthetic	0	0%
Prescription only medicine	0	0%

Graph 22 Breakdown of conditions by profession / entitlement

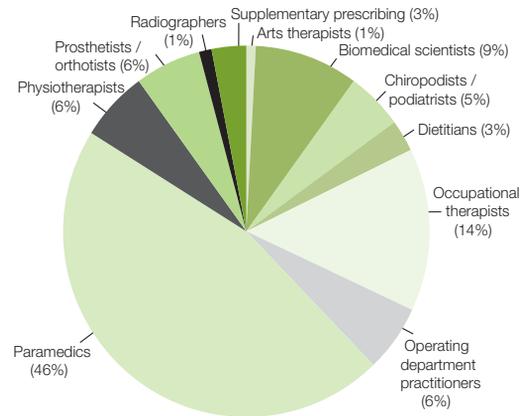
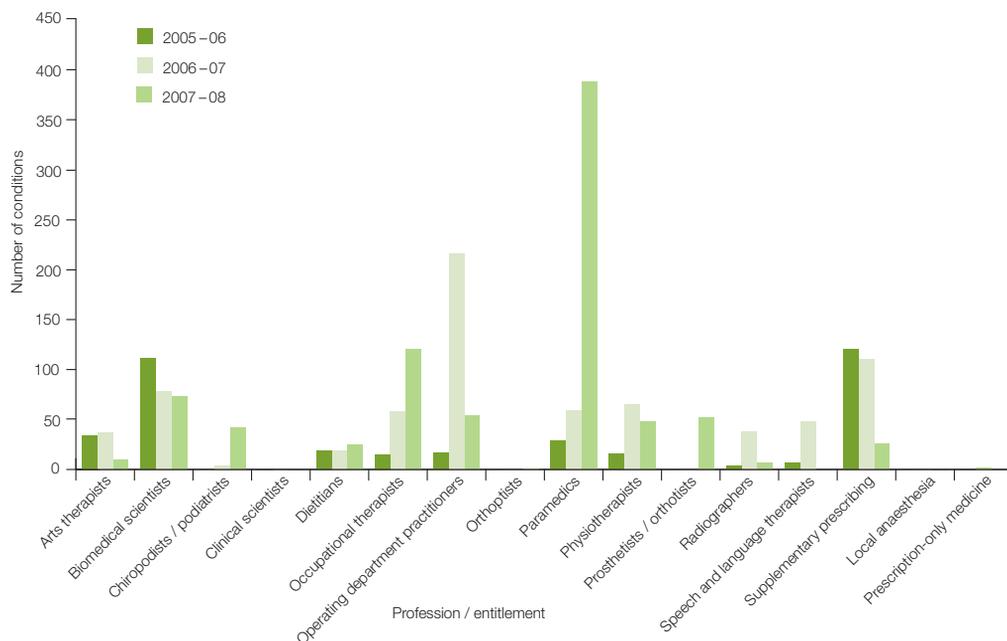


Table 17 Breakdown of conditions by profession / entitlement in 2007 – 08, compared to 2005 – 06 and 2006 – 07

Profession / entitlement	Number of conditions		
	2005–06	2006–07	2007–08
Arts therapists	34	37	10
Biomedical scientists	111	78	73
Chiropodists / podiatrists	0	4	42
Clinical scientists	0	0	0
Dietitians	19	19	25
Occupational therapists	15	58	120
Operating department practitioners	17	216	54
Orthoptists	0	0	1
Paramedics	29	59	388
Physiotherapists	16	65	48
Prosthetists / orthotists	0	0	52
Radiographers	4	38	7
Speech and language therapists	7	48	0
Supplementary prescribing	120	110	26
Local anaesthetic	0	0	0
Prescription only medicine	0	2	0

Graph 23 Breakdown of conditions by profession / entitlement in 2007–08, compared to 2005–06 and 2006–07



The majority of conditions (46%) were set against paramedic programmes, with occupational therapist and biomedical scientist programmes having the second (14%) and third (9%) highest numbers of conditions set against them. We visited more paramedic and occupational therapist programmes than any other professions this year, so the concentrations of conditions reflect the higher number of programmes visited in these two professions. However, in the case of biomedical scientist programmes, the higher number of conditions does not correlate with a higher number of visits to programmes in this profession.

There were no conditions against clinical scientist, orthoptist, local anaesthesia and prescription-only medicine programmes because we did not visit any of these programmes. For three years there has been a relatively high number of conditions set against paramedic and biomedical scientist programmes.

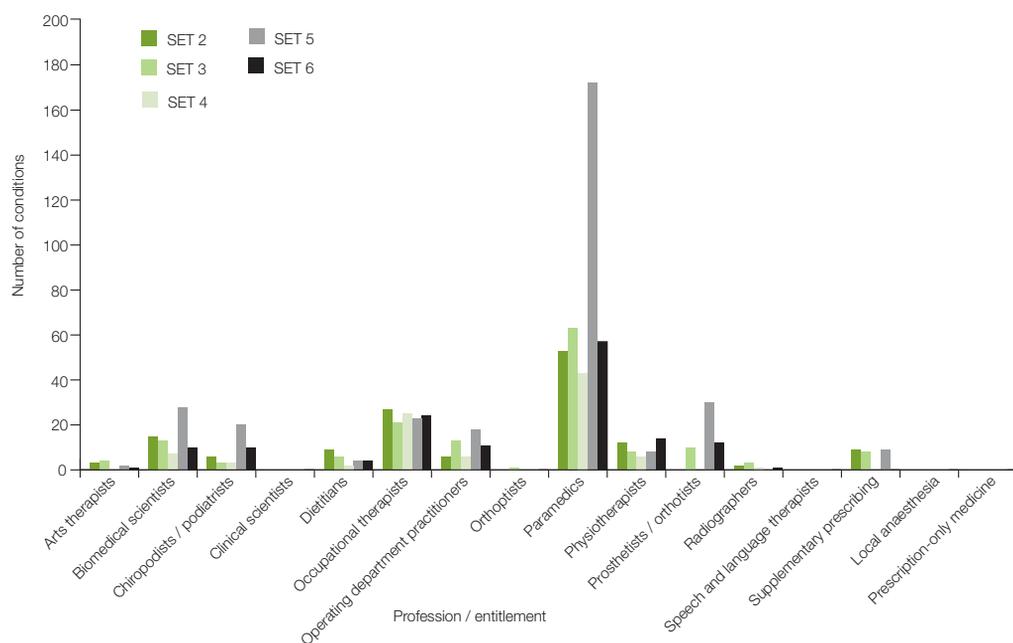
This reflects the fact that we have visited a higher number of programmes from these two professions across the total three year period. In the previous two years, there have been a relatively high number of conditions set against supplementary prescribing programmes. However, this feature was not repeated this year. This reflects the fact that we have visited significantly less programmes in this area this year.

Looking at the data across three years, there is no emerging trend which suggests that a particular profession or entitlement is more or less likely to have conditions set against its programmes purely because they are from a particular profession or entitlement. The higher incidences of conditions appear to be due to the higher number of programmes visited in each particular year.

Table 18 Breakdown of conditions against standards by profession / entitlement

Profession / entitlement	SET 1	SET 2	SET 3	SET 4	SET 5	SET 6
Arts therapists	0	3	4	0	2	1
Biomedical scientists	0	15	13	7	28	10
Chiropodists / podiatrists	0	6	3	3	20	10
Clinical scientists	0	0	0	0	0	0
Dietitians	0	9	6	2	4	4
Occupational therapists	0	27	21	25	23	24
Operating department practitioners	0	6	13	6	18	11
Orthoptists	0	0	1	0	0	0
Paramedics	0	53	63	43	172	57
Physiotherapists	0	12	8	6	8	14
Prosthetists / orthotists	0	0	10	0	30	12
Radiographers	0	2	3	1	0	1
Speech and language therapists	0	0	0	0	0	0
Supplementary prescribing	0	9	8	0	9	0
Local anaesthetic	0	0	0	0	0	0
Prescription only medicine	0	0	0	0	0	0

Graph 24 Breakdown of conditions by standard and profession / entitlement



As last year, there is a great deal of variation between the professions with no one standard having the majority of conditions set against it. In some professions (arts therapists, dietitians, occupational therapists, physiotherapists and radiographers) the number of conditions is comparatively well spread across the six sections of the standards. However, in other professions (biomedical scientists, chiropodists / podiatrists, paramedics and prosthetists / orthotists) the number of conditions is more heavily skewed to one particular section of the standards. The particular section of the standards varies to a great extent from profession to profession.

Five professions (biomedical scientists, chiropodists / podiatrists, operating department practitioners, paramedics and prosthetists / orthotists) had the most conditions set against SET 5 (practice placement standards). The high number of conditions set against placement standards for biomedical scientist and operating department practitioner programmes has been seen in the last two years. However, the high number of conditions set against placement standards for chiropodist, paramedic and prosthetist / orthotist programmes was new this year.

The high number of conditions set against placement standards for operating department practitioner programmes continues to reflect a shared misunderstanding in this relatively new profession about our placement standards and who takes ultimate responsibility for meeting them. Biomedical scientist programmes continue to have a high number of conditions set against placement standards and this may relate to the fact that the profession has traditionally offered biomedical science programmes without a placement component (which was not approved by the HPC). When education providers have redesigned their programme to include a placement component, in some cases they have misunderstood our placement requirements.

The highest number of conditions set against placement standards for paramedic programmes (55%) is accounted for by the concentration of visits to paramedic programmes delivered by local ambulance trusts this year. The paramedic profession has traditionally offered an in-house, on-the-job training route (commonly referred to as the IHCD paramedic route) which has been based on a national curriculum (designed by EdExcel) but delivered and managed in accordance with the local context. There was a shared misunderstanding in both the local ambulance trusts and in EdExcel about our placement standards and who we would ultimately hold responsible for meeting them.

A different three professions, (arts therapists, orthoptists and radiographers) had the most conditions set against SET 3 (programme management and resource standards). There appears to be no common reason as to why these three professions had more conditions against SET 3 than the other professions.

The number of conditions also varied greatly depending on the reason for the visit. The following tables show the conditions broken down by reason for visit.

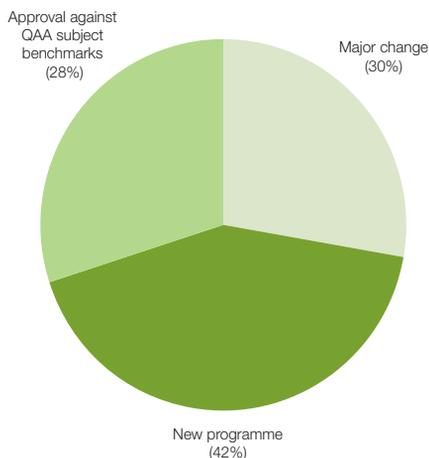
Table 19 Breakdown of conditions by reason for visit

Reason for visit	Number of conditions	
Major change	254	30%
Annual monitoring	0	0%
New programme	354	42%
New profession onto the Register	0	0%
Approval against QAA subject benchmarks	238	28%

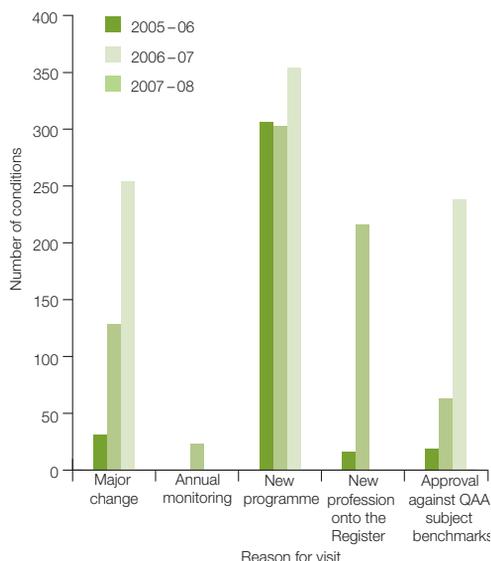
Table 20 Breakdown of conditions by reason for visit in 2007–08, compared to 2005–06 and 2006–07

Reason for visit	Number of conditions		
	2005–06	2006–07	2007–08
Major change	31	129	254
Annual monitoring	0	23	0
New programme	306	303	354
New profession onto the Register	16	216	0
Approval against QAA subject benchmarks	19	63	238

Graph 25 Breakdown of conditions by reason for visit



Graph 26 Breakdown of conditions by reason for visit in 2007–08, compared to 2005–06 and 2006–07



For the third consecutive year, the majority of conditions have been set against new programmes. Unlike previous years, this is despite more visits taking place to programmes because of a major change. The growing evidence-base suggests that visits to new programmes are more likely to result in a high number of conditions, compared to other types of visit. It is likely that a proportion of conditions set against new programmes may be an unavoidable result of approval visits being concurrent with education providers' internal validations. The validation of a new programme is often a pre-requisite for the financial and resource commitment it receives from an education provider. And as financial and resource commitment are a requirement of the standards of education and training it is likely that conditions will be applied in this area.

The percentage of conditions set against new programmes this year (42%) is very similar to the overall majority last year (41%). Whilst this figure could represent an emerging percentage trend, a cautious approach is justified given the fact that the overall majority for conditions set against new programmes was remarkably higher the year before (82%).

As last year, there is a great deal of variation in terms of the other reasons for the visit and the number of conditions. This year, the second highest number of conditions was set against programmes from major change visits (30%). However, last year the second highest number of conditions were set against visits to programmes new to the Register (29%). The comparatively high number of conditions set against programmes from major change visits is to be expected this year as we visited more existing programmes than new programmes. The growing evidence-base suggests that although visits to new programmes are more likely to result in a higher number of conditions, there is no emerging relationship between the other reasons for a visit and the likelihood of conditions.

This year, there have been a relatively high number of conditions set against QAA subject benchmark visits (28%). This is likely to reflect the higher number of QAA subject benchmark visits this year, rather than a specific pattern.

Graph 27 Breakdown of conditions by reason for visit and standard of education and training

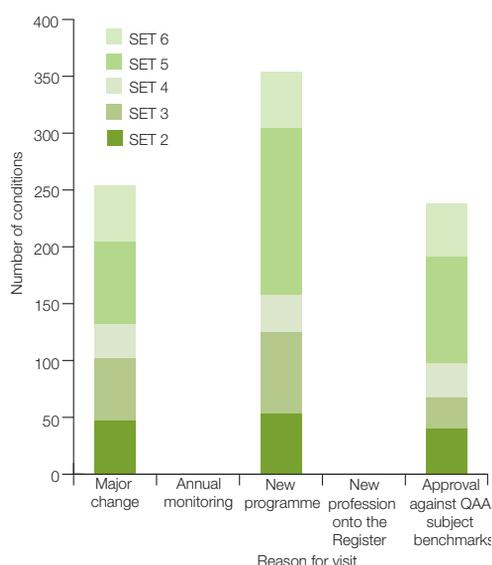
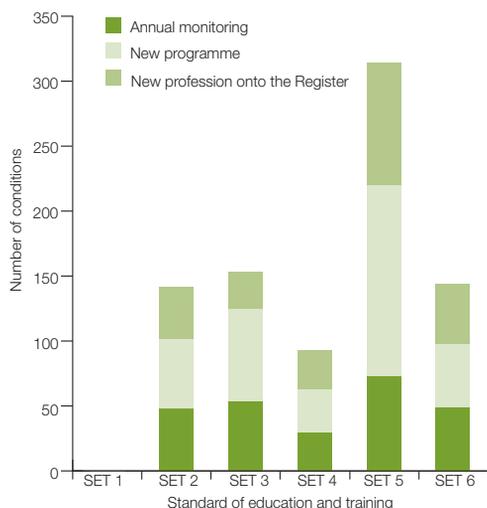


Table 21 Breakdown of conditions against standards by reason for visit

Reason for visit	SET 1	SET 2	SET 3	SET 4	SET 5	SET 6
Major change	0	48	54	30	73	49
Annual monitoring	0	0	0	0	0	0
New programme	0	54	71	33	147	49
New profession onto the Register	0	0	0	0	0	0
Approval against QAA subject benchmarks	0	40	28	30	94	46

Graph 28 Breakdown of conditions by standard of education and training and reason for visit



For the third consecutive year, all visits, no matter the reason for them, resulted in conditions being set against all the standards. There continues to be no clear link between the reason for a visit and particular standards having conditions set against them.

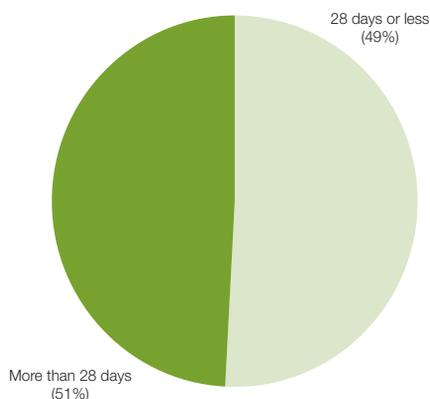
Visitors' reports

Following a visit, our Visitors produce a report which is sent to the education provider. After a report is sent to the education provider, they have 28 days to make any observations on it. After these 28 days, the Visitors' report and any observations on it made by the education provider are considered by the Education and Training Committee and the final outcome (including any conditions) is agreed.

Table 22 Number of days taken to produce Visitors' reports

Number of days	Number of reports	
7 days or less	10	12%
8–14 days	7	8%
15–21 days	16	20%
22–28 days	7	9%
29–40 days	9	11%
41–60 days	21	25%
61–100 days	12	15%

Graph 29 Breakdown of days taken to produce Visitors' reports



This year, 49 per cent of our Visitor reports were sent to education providers within 28 days of the visit. Unfortunately, 51 per cent were sent to education providers outside of our process guidelines, with 15 per cent taking longer than two months to finalise and send to education providers.

The overall percentage (49%) of Visitor reports sent to education providers within 28 days of the visit is broadly mirrored across all of the professions. This is best demonstrated by looking at the three professions with the

highest number of programmes visited this year. For example, 46 per cent of Visitor reports from paramedic programmes were sent within 28 days of the visit; 47 per cent of Visitor reports from occupational therapist programmes were sent within 28 days of the visit; and 62 per cent of Visitor reports from physiotherapist programmes were sent within 28 days of the visit.

Similarly, the overall percentage (49%) of Visitor reports sent to education providers within 28 days of the visit is broadly mirrored across all of the types of visits. For example, 43 per cent of Visitor reports from multi-professional visits were sent within 28 days of the visit and 53 per cent of Visitor reports from visits to one programme were sent within 28 days of the visit.

There is no clear link between profession or reason for visit and time taken to produce a Visitors' report.

This year's figures are considerably different from last year when 94 per cent of our Visitor reports were sent to education providers within 28 days of the visit; and only one per cent took longer than two months to finalise and send to education providers.

The reason for the longer time taken to produce Visitor reports this year can be accounted for by a change in our internal processes. In December 2007 the Education and Training Committee approved a new style Visitor report and moved the responsibility for preparing the first draft of the report in-house (ie by the Education Department on the Visitors' behalf) with the Visitors confirming the final report before it is sent to an education provider. The Committee is confident that the new system will improve consistency across reports and improve their helpfulness in terms of communicating information to a wide range of audiences (including prospective students, registrants, education providers and committee members) in the long run.

However, there have been some administrative and timing challenges as adaptations are made to the new system. We are confident that we can overcome these short-term transitional hurdles. We will work to produce Visitor reports within 28 days in the future, as we are aware that a timely receipt of the formal outcome will allow education providers to begin working on their response to conditions (if appropriate) at the earliest opportunity.

Who makes representations on Visitor reports?

This year, we published Visitor reports for 81 programmes. We received representations from education providers on 18 of these programmes. This represents 22 per cent of all programmes. Some of these representations were issues of factual inaccuracy, whilst others raised objections to particular conditions recommended by the Visitors.

Last year we received representations from education providers on 23 per cent of the programmes visited. This suggests there is an emerging trend of approximately one fifth of all Visitor reports receiving representations. This is encouraging as it shows that education providers are engaging with our processes and using their opportunity to provide additional information to the Education and Training Committee before a final outcome is agreed.

The Education and Training Committee considered the Visitor reports for all 81 programmes. They varied the recommendations in the Visitor reports for three programmes. This represents just four per cent of all programmes. All three variations were made in response to representations received from education providers and arose from a common point raised by the education provider as all three programmes were considered at the same visit. Unlike last year, the Education and Training Committee did not make any variations to the recommendations in Visitor reports as part of their remit to

receive and assure that the recommended outcomes (including the specific conditions) from the Visitors are appropriate to our role as a regulator and within the scope of our standards of education and training. This is possibly a direct result of the new style and system of producing Visitors' report brought in by the Committee discussed above.

How long does it take to meet conditions?

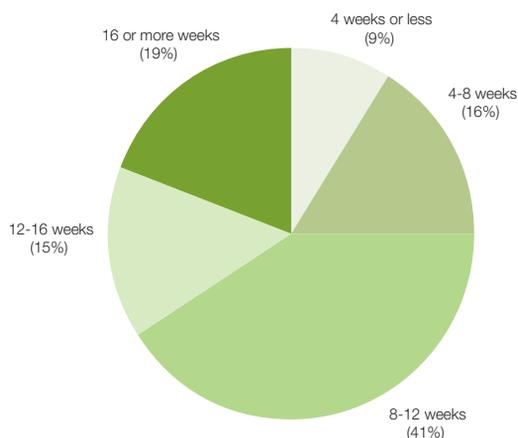
If we have placed conditions on programme approval, we will negotiate a due date by which the education provider should meet the conditions. When deciding on a due date, we will consider issues such as how long education providers need to address the conditions, the start date of the programmes and the schedule of our Education and Training Committee meetings. Once the response from education providers is received, our Visitors assess the documentation and make a final recommendation to our Education and Training Committee on whether or not the conditions have been met.

Table 23 Number of weeks between visit and response to meet conditions received

Number of weeks	Number of programmes	
4 weeks or less	7	9%
4-8 weeks	12	16%
8-12 weeks	30	41%
12-16 weeks	11	15%
16 or more weeks	14	19%

Note: Six programmes did not have any conditions of approval to meet. One programme withdrew their request for approval prior to the response date for their condition. As of 1 November 2008, one programme was still due to submit their response to meet their conditions.

Graph 30 Breakdown of weeks between visit and response to meet conditions received



This year, the majority of responses to conditions (66%) were received from education providers within twelve weeks of the visit. This allowed our Visitors to consider these responses at an early opportunity and make a timely recommendation on final programme approval to our Education and Training Committee within three months of the visit.

Last year, the majority of responses to conditions were received from education providers within eight weeks of the visit. There is no clear reason for the longer time period this year. It could be attributed to a number of factors including the date of receipt of the Visitors' report, the date of the visit compared to the start date of the programme, and the date of the visit compared to dates of the meetings of the Education and Training Committee.

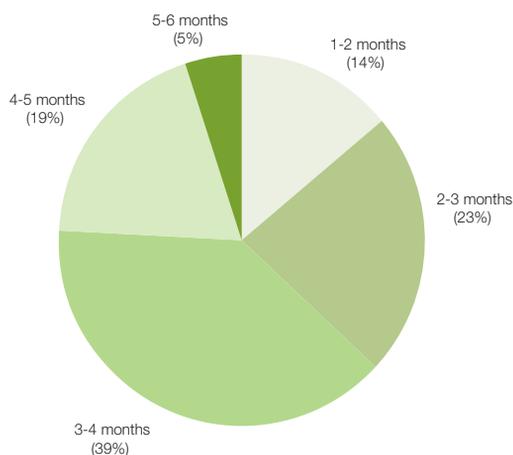
As last year, in cases where education providers' responses to conditions were received over 16 weeks after the visit (19%), this was either due to the amount of time needed to address the conditions, or was because the visit was held sufficiently ahead of the start of the next enrolment of students.

Table 24 Number of months between visit and final decision on programme approval

Number of months	Number of programmes	
One month or less	0	0%
1–2	9	14%
2–3	15	23%
3–4	25	39%
4–5	12	19%
5–6	3	5%
More than 6 months	0	0%

Note: The approval of seventeen programmes was unresolved as of 1 November 2008.

Graph 31 Breakdown of months between visit and final decision on programme approval



The majority of programmes (76%) were approved within four months of their visit. The ‘post visit’ process normally takes between eight to ten weeks to complete, which is why our approval process requires that a visit takes place no less than three months before the start of a programme.

Although only 37 per cent of programmes were approved within the three month period this year, there were no programmes which had to delay their start date. Last year 40 per cent of programmes were approved within the three month period and similarly no programmes had to delay their start date.

As last year, the longer time taken to complete the ‘post visit’ process could be explained by the timing of the visits and the start date of programmes. This year, 89 per cent of visits were held before June 2008, therefore creating a four-month period (or longer), before the start of the next academic year in September 2008, which is when the majority of programmes start. Last year, nearly 80 per cent of visits were held before June 2007, therefore creating a four-month period (or longer), before the start of the next academic year in September 2007. Our process allows us to negotiate individual deadlines with education providers based on the date of their visit, the dates of our Education and Training Committee meetings and the start date of the programme. This flexible approach aims to give both the education provider and our Visitors sufficient time to consider responses to conditions satisfactorily.

This year, we continued to work extremely hard with education providers and Visitors to ensure that the ‘post visit’ process was completed ahead of the start of the 2008–09 academic year (when the majority of programmes enrol new cohorts). Seventy nine per cent of programmes were approved by the Education and Training Committee before and during September 2008.

This year, we also worked with education providers outside of the higher education sector to recognise the fact that not all education providers deliver their programmes on an academic year cycle (September–July). Nearly a third of all visits were to education providers outside of the higher education sector this year. This represents a significant increase from previous years when almost all visits (approximately 95%) were to education providers within the higher education sector.

In December 2008, the Education and Training Committee agreed a number of changes to our approval process including arrangements and time lines surrounding the 'post visit' process. These changes bring some flexibility to the 'post visit' process in that education providers can now include, within their representations, a case for negotiating a later, or staged, response to conditions which may include a response date after the start date of their programme. These changes only affect programmes already approved (as opposed to new programmes going through the approval process for the first time) and the Education and Training Committee retains overall responsibility for agreeing the response date to conditions when considering the Visitors' report. The Education and Training Committee take into account the nature of the conditions, any evidence from individuals who have completed the programme to date around their fitness to practice, and the overall risk to the protection of the public when deciding whether the response date to conditions should be agreed after the start date of the next cohort of the programme.

Whilst these changes affect all programmes already approved, regardless of whether they were delivered inside or outside of the higher education sector, they assist those delivered outside of the higher education sector most. This is because those delivered outside of the higher education sector are less likely to have integrated their own quality assurance and recruitment processes around the academic year model.

This year, 21 per cent of programmes were approved by the Education and Training Committee after September 2008, or the start of the 2008–09 academic year. This equates to 17 programmes; five of which were new programmes and twelve of which were existing programmes seeking reconfirmation of their open-ended approval.

The five new programmes were all approved after September 2008 as they were due to start later in the 2008–09 academic year. This meant that a later final decision on approval did not disadvantage education providers, students or prospective students. It took an average of ten months between the visit and final decision on programme approval for these five programmes.

The remaining twelve already approved programmes took advantage of the changes agreed by the Education and Training Committee and either had a later or staged response to conditions agreed. It took an average of eleven months between the visit and final decision on programme approval for these twelve programmes.

This year 20 per cent of programmes took over six months to receive their final approval, with five per cent taking longer than a year. It is too early to assume any long-term trend. However, we will monitor the data in this area over the next few years to ensure that the changes agreed by the Education and Training Committee in December 2008 mean that the approval process continues to balance flexibility, robustness and public protection.

For more information on the 'post visit' process, please see the publication Approvals process—Supplementary information for education providers. We routinely update the information and requirements within this publication to ensure they are robust, accommodating and evidence-based.

Commendations

In March 2008, the Education and Training Committee made the decision to report on the commendations which were given as part of the approval process. The publication of the trends in relation to commendations will disseminate good practice in the provision of education and training linked to the professions we regulate.

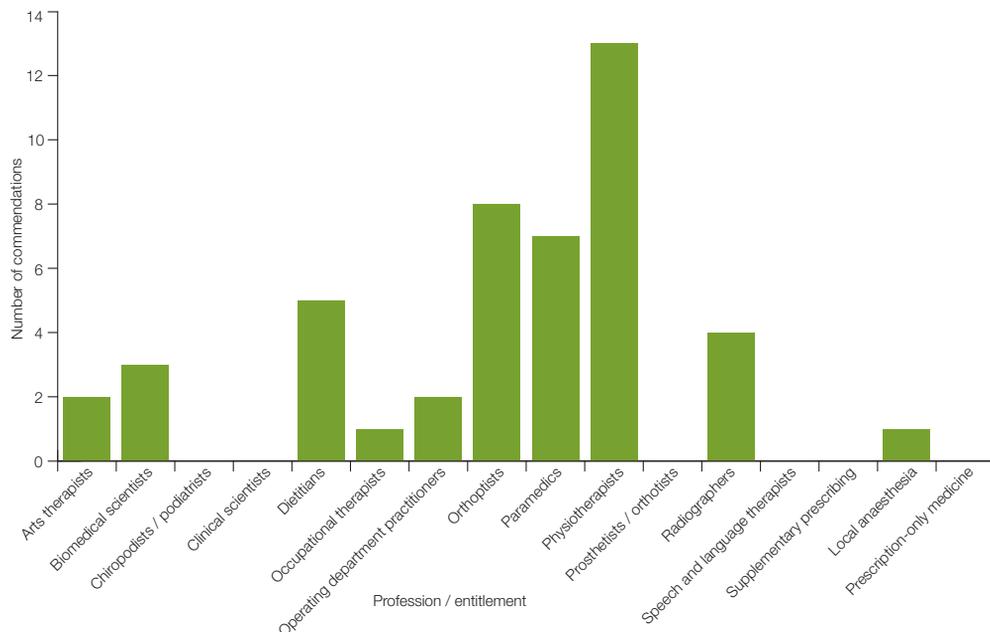
Commendations, as conditions, are contained within the approval visit report and can therefore be viewed online at www.hpc-uk.org

This year a total of 46 commendations were given to programmes.

Table 25 Breakdown of the number of commendations by profession / entitlement

Profession	Number of commendations
Arts therapists	2
Biomedical scientists	3
Chiropodists / podiatrists	0
Clinical scientists	0
Dietitians	5
Occupational therapists	1
Operating department practitioners	2
Orthoptists	8
Paramedics	7
Physiotherapists	13
Prosthetists / orthotists	0
Radiographers	4
Speech and language therapists	0
Supplementary prescribing	0
Local anaesthesia	1
Prescription-only medicine	0

Graph 32 Breakdown of the number of commendations by profession / entitlement

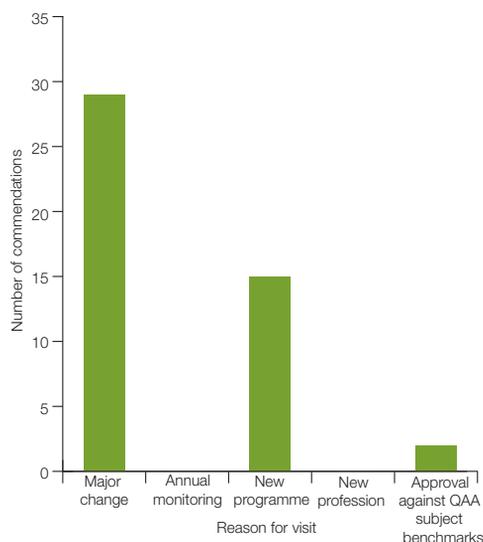


A general trend emerges in Table 25 and Graph 32. Professions or entitlements subject to the most visits this year tend, in the main, to have the highest number of commendations. This pattern is to be expected given that only the approval process report contains areas for Visitors to grant commendations. The visits to occupational therapy, physiotherapy and paramedic programmes were relatively high this year compared to other professions and accordingly the number of commendations is also relatively high.

Table 26 Breakdown of the number of commendations by reason for visit

Profession	Number of commendations
Major change	29
Annual monitoring	0
New programme	15
New profession	0
Approval against QAA subject benchmarks	2

Graph 33 Breakdown of the number of commendations by reason for visit

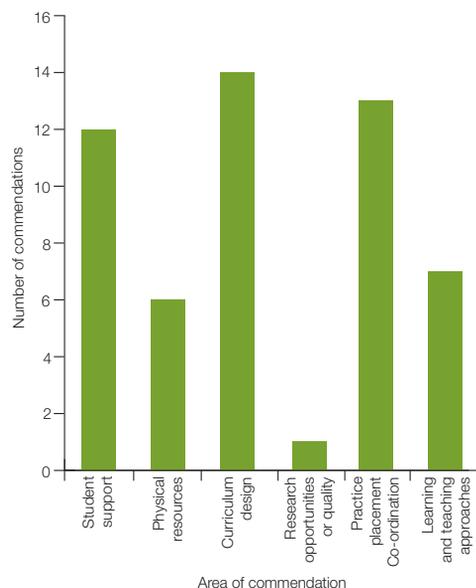


When the number of commendations is reviewed against the reason for the visit, it is apparent that again the number of commendations is proportionate to the number of visits undertaken for each reason. Another inference may also be that the particular reason for a visit will increase or decrease the likelihood of commendations being applied to a programme. This pattern would not appear dissimilar to the one emerging in relation to numbers of conditions and reasons for visits. At this time there is insufficient data to state whether this pattern is consistent or not and so it will be further examined in future annual reports.

Table 27 Breakdown of number of commendations by area of commendation

Area of commendation	Number of commendations
Student support	12
Physical resources	6
Curriculum design	14
Research opportunities or quality	1
Practice placement Coordination	13
Learning and teaching approaches	7

Graph 34 Breakdown of number of commendations by area of commendation



The graph and table above illustrate the areas of a programme for which commendations were granted. These areas are not linked to the standards of education and training as commendations can be granted for any aspect of an approved programme.

In some cases, commendations were given which crossed over areas. For example, a virtual learning environment might be praised both as a physical resource and in terms of the learning and teaching approach. Student support, curriculum design and practice placement coordination received the highest numbers of commendations. In terms of student support the Visitors tended to praise clearly documented and readily available support mechanisms. For curriculum design the Visitors were impressed by flexible programme design allowing career pathways to in turn be more flexible, or by service users being closely involved in programme design. With regard to practice placement coordination, the Visitors tended to commend the robust systems in place to coordinate placements or the relationships between education providers and placement providers.

Research opportunities or quality is the least commended area. This is possibly linked to the focus of the approval visit being on pre-registration and therefore undergraduate education and training. The one commendation in this area praised the research opportunities available for a BSc (Hons) programme.

Annual monitoring

Number of annual monitoring submissions

This year we received 257 annual monitoring submissions.

As last year, the number of annual monitoring submissions this year was determined by the total number of approved programmes and the approval visit schedules from this year and the preceding year.

In the 2005–06 academic year, all approved programmes were subject to the annual monitoring process. However, from 2006–07 onwards, it was agreed that programmes approved by us in the previous academic year, or currently going through the approvals process, would not normally be subject to annual monitoring. This means that the high number of submissions received in 2005–06 is unlikely to be repeated in the short term.

When did monitoring take place?

As last year, there were varied submission dates this year. Our process uses and builds on the education provider's own processes for internal monitoring.

Education providers are required to complete their forms and submit them within 28 days of their own internal annual monitoring process. For example, if they were required to submit their annual monitoring report to their quality assurance office on 2 March, they would need to ensure they had submitted their forms to us by 30 March.

This system of varied submission dates mean that, while the exact number and split between audit and declaration submissions will vary from year to year, the overall trend of peaks and troughs will remain constant over time.

Table 28 Total number of annual monitoring submissions

Year	Number of submissions
2005–06	326
2006–07	194
2007–08	257

Table 29 Number of annual monitoring submissions by type

Type of submission	Number of submissions		
	2005–06	2006–07	2007–08
Declarations	147 (45%)	81 (42%)	139 (54%)
Audits	179 (55%)	113 (58%)	118 (46%)

Graph 35 Number of annual monitoring submissions in 2007–08, compared to 2005–06 and 2006–07

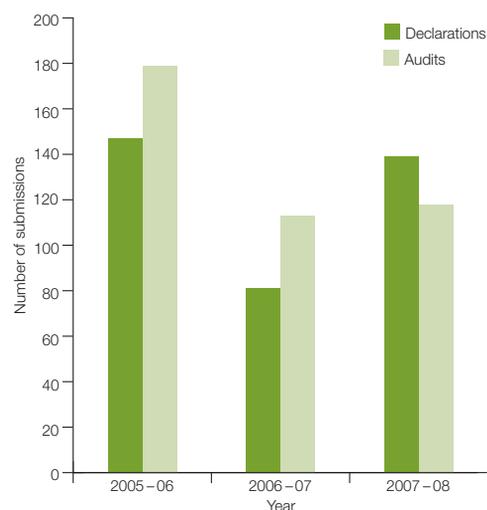
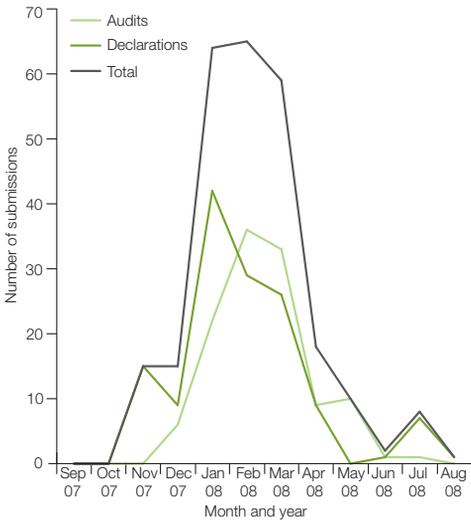


Table 30 Number of audits and declarations received

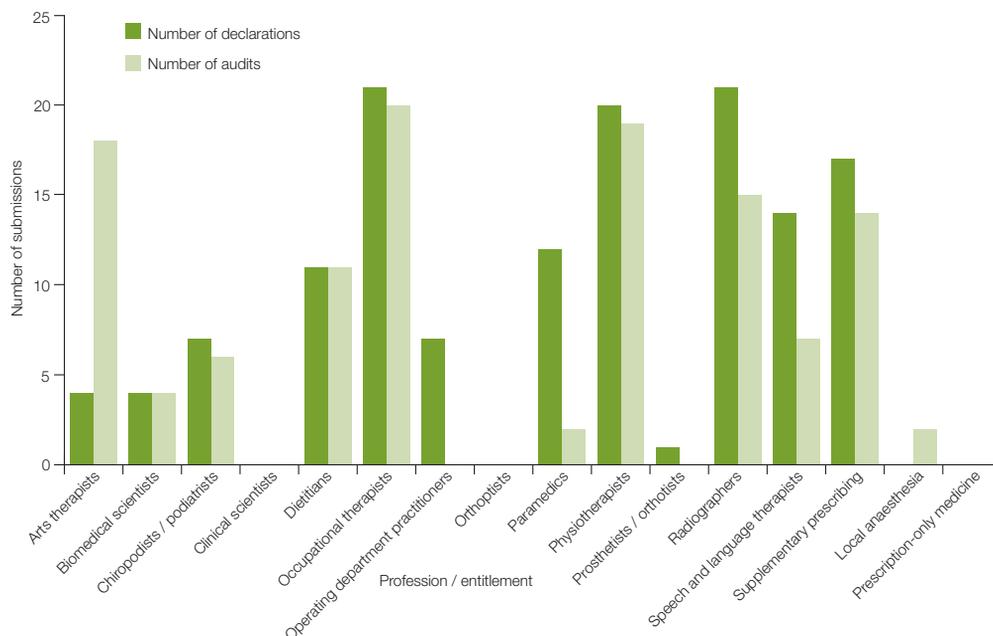
Month	Audits	Declarations	Total
September 2007	0	0	0
October 2007	0	0	0
November 2007	0	15	15
December 2007	6	9	15
January 2008	22	42	64
February 2008	36	29	65
March 2008	33	26	59
April 2008	9	9	18
May 2008	10	0	10
June 2008	1	1	2
July 2008	1	7	8
August 2008	0	1	1

Graph 36 Number of audits and declarations received



The largest number of submissions was received between January and March 2008. Seventy three per cent of all submissions were received within this three-month period. Last year the busiest three months for receiving submissions were also January, February and March. Sixty six per cent of all submissions were received within this three-month period in 2007. There is growing evidence to show that approximately two thirds of all our annual monitoring submissions are being received within just three months of each year. This represents a significant peak of activity and concentration of our resources.

Graph 37 Number of audits due and received by month



Graph 37 shows the dates when audit submissions were due to be submitted, and the dates when they were actually received.

As last year, although education providers were required to complete the forms and submit them within 28 days of their own internal annual monitoring process, this did not always happen. There were a number of reasons for the variations between the audit submission deadlines and the dates when they were actually received. In most cases, education providers were simply late in making their submission. However, in some cases, education providers submitted ahead of their due dates. In other cases the internal annual monitoring submission dates held by the HPC were incorrect.

The months when we received more submissions than expected were January 2008, February 2008 and May 2008. The months when we received fewer submissions than expected were November 2007,

December 2007 and April 2008. As last year, this variation has affected the effectiveness of our annual monitoring assessment days. We organise annual monitoring assessment days based on when the audit submissions are due to be submitted, taking into account both the number and profession of the submissions due, as these factors determine the number and type of Visitors needed for each day.

As this barrier to effectiveness was experienced last year, we amended our process this year to include a period in the planning stage whereby the internal annual monitoring submission dates were checked with education providers. Although the variation was less apparent this year (compared to last year) we still need to monitor this area. Over the next year, we will not only check internal annual monitoring submission dates again with education providers, but we will also clarify the reminders sent to education providers to help highlight any variation at the earliest opportunity.

Which professions were monitored?

As last year, we considered more submissions from occupational therapist, physiotherapist and radiographer programmes than any other professions. This is to be expected as we have the largest number of approved programmes in these three professions.

Unlike the previous two years, we considered a relatively high number of submissions (12%) from supplementary prescribing programmes. This increase is a direct result of a peak in new supplementary prescribing programmes approved for the first time in the 2005–06 academic year and these being subject to annual monitoring for the first time this year. We anticipate this increase in supplementary prescribing annual monitoring submissions continuing next year, as the peak in new supplementary prescribing programmes being approved for the first time continued in the 2006–07 academic year.

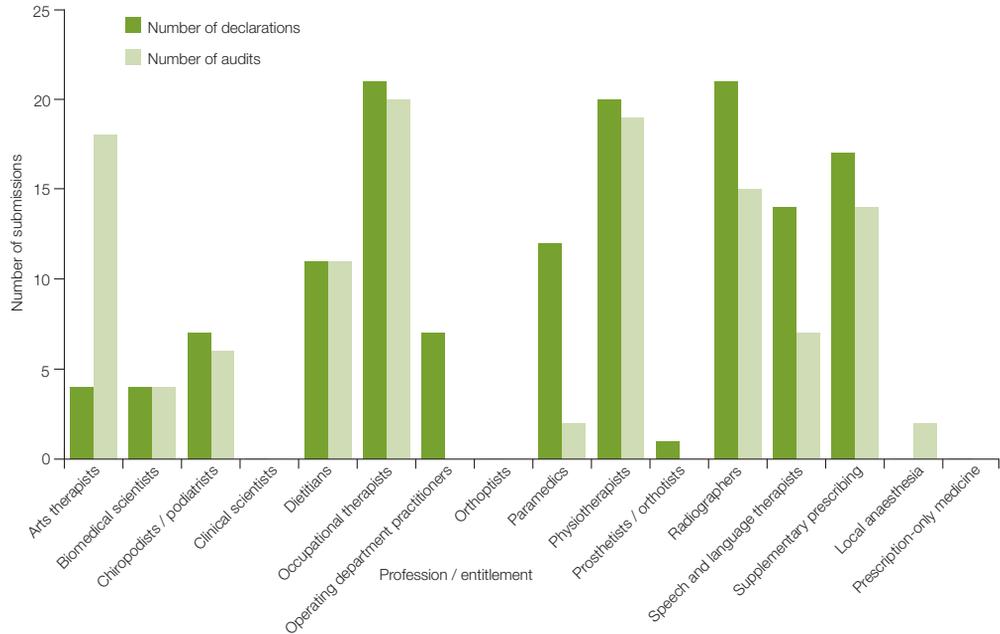
As last year, the number of biomedical scientist and operating department practitioner programmes subject to annual monitoring has remained relatively low (3%). This is a direct result of the number of approval visits to programmes in these professions in 2005–06 and, to a lesser extent, this year. We anticipate that there will be a noticeable increase in the number of operating department practitioner annual monitoring submissions next year, as the peak of visit activity related to this new profession dropped off significantly this year.

This year we did not consider any submissions from clinical scientist, orthoptist or prescription only medicine programmes. This is the second year that we have not considered any submissions from clinical scientist or prescription only medicine programmes.

Table 31 Breakdown of annual monitoring submissions by profession / entitlement

Profession / entitlement	Number of declarations	Number of audits
Arts therapists	4	18
Biomedical scientists	4	4
Chiropodists / podiatrists	7	6
Clinical scientists	0	0
Dietitians	11	11
Occupational therapists	21	20
Operating department practitioners	7	0
Orthoptists	0	0
Paramedics	12	2
Physiotherapists	20	19
Prosthetists / orthotists	1	0
Radiographers	21	15
Speech and language therapists	14	7
Supplementary prescribing	17	14
Local anaesthesia	0	2
Prescription-only medicine	0	0

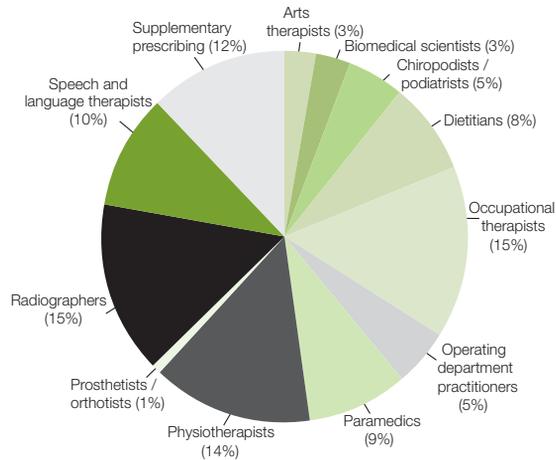
Graph 38 Breakdown of annual monitoring submissions by profession / entitlement



Who submitted a declaration and who submitted an audit?

As last year, in an attempt to have an identical number of declaration and audit submissions each year, we divided our education providers into two groups. This year group A submitted a declaration audit and group B submitted an audit. Programmes were divided by education provider, rather than by profession.

Graph 39 Breakdown of declarations by profession / entitlement

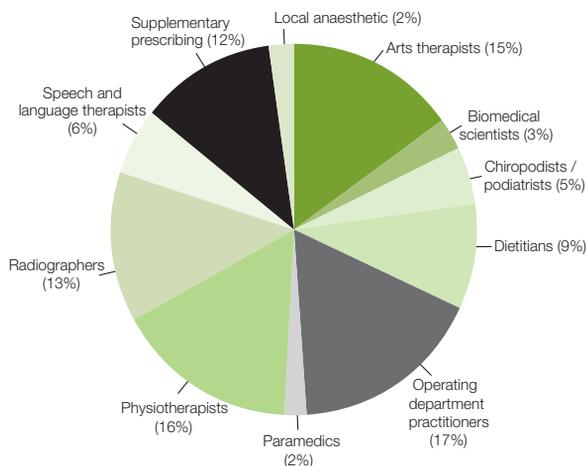


As last year, we considered more declarations from occupational therapist, physiotherapist and radiographer programmes than from any other profession this year. As explained before, this is to be expected as we have the largest number of approved programmes in these professions.

This year, in line with the overall trend, we considered a relatively high number of declarations (12%) from supplementary prescribing programmes. This is to be expected as we have an increasing number of approved programmes for this entitlement.

Compared to last year, we considered a higher number of declarations from biomedical scientist, operating department practitioner and paramedic programmes. This was partly due to the lower number of visits undertaken for programmes in these professions this year and last year, and partly due to the way we have divided our education providers into two groups.

Graph 40 Breakdown of audits by profession / entitlement



As last year, we considered more audits from occupational therapist, physiotherapist and radiographer programmes than from any other profession. Again, this is to be expected as we have the largest number of approved programmes in these professions.

This year, in line with the overall trend, we considered a relatively high number of audits (12%) from supplementary prescribing programmes. This is to be expected as we have an increasing number of approved programmes for this entitlement.

Compared to last year, we considered a higher number of audits from arts therapist programmes. This was partly due to the lower number of visits undertaken for programmes in these professions this year and last year, and partly due to the way we have divided our education providers into two groups.

Method of assessment

Annual monitoring audit submissions are normally considered by at least two Visitors, at assessment days or by postal correspondence.

Table 32 Method of assessment

Method of assessment	Number of audits
Assessment day	103
Postal	15

Table 33 Method of assessment in 2007 – 08, compared to 2006 – 07

Year	Method of assessment	
	Assessment day	Postal
2006 – 07	100 (88%)	13 (12%)
2007 – 08	103 (87%)	15 (13%)

This year, the majority (87%) of audit submissions were considered at assessment days. Across a two-year period, the distribution between assessment methods is relatively consistent.

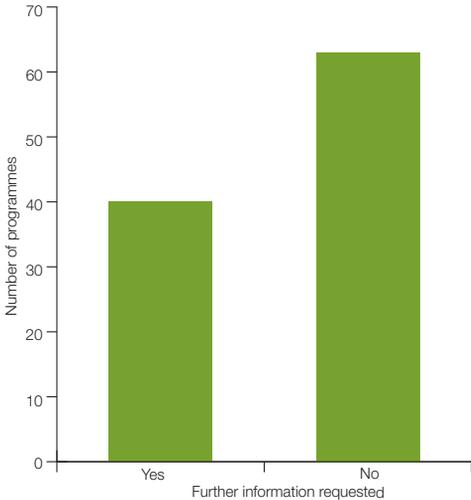
Requests for further information

Visitors may ask for further documentation to help in their decision-making.

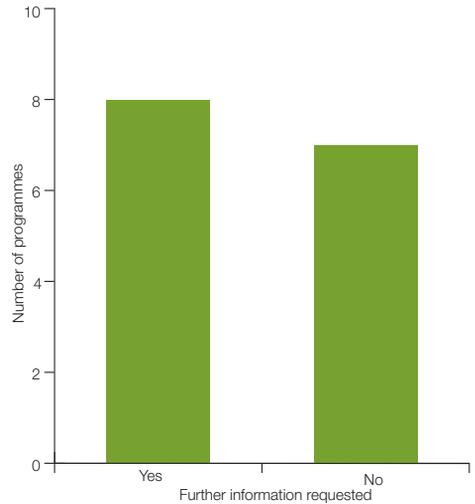
Table 34 Requests for further information by method of assessment

Method of assessment	Further information was requested	
	Yes	No
Assessment day	40	63
Postal	8	7
Total	48	70

Graph 41 Number of programmes considered by assessment day, by whether further information was requested



Graph 42 Number of programmes considered by postal correspondence, by whether further information was requested



This year, 41 per cent of all annual monitoring audit submissions required further information. There was a noticeable variation between the two assessment methods, with 38 per cent of annual monitoring audit submissions considered at an assessment day requiring further information and 53 per cent of annual monitoring audit submissions considered by postal correspondence requiring further information.

Last year, 29 per cent of all annual monitoring audit submissions required further information. Although the overall percentage was lower last year, the variation between the two assessment methods was more severe. Last year, 20 per cent of annual monitoring audit submissions considered at an assessment day required further information, compared to 100 per cent of annual monitoring audit submissions considered by postal correspondence.

There is no clear reason for the variation in requests for further information both within and between the last two years. We will continue to monitor this area for any long-term trends.

Summary of outcomes

A declaration form asks education providers to confirm that the programme continues to meet our standards of education and training and that on completion students will meet the standards of proficiency. Our Visitors do not assess declaration forms. They are forwarded to the Education and Training Committee for consideration.

Each audit submission is looked at by at least one Visitor and a recommendation is made to the Education and Training Committee. Visitors can recommend to the Education and Training Committee that the programme:

- continues to meet the standards of education and training and the standards of proficiency; or
- has undergone a major change and the HPC should visit the programme in the next academic year.

Table 35 Summary of outcomes

Outcome	Number of programmes		
	2005 – 06	2006 – 07	2007 – 08
Continues to meet the standards	172 (96%)	112 (99%)	114 (97%)
Requires an approval visit	7 (4%)	1 (1%)	3 (3%)
Pending	0 (0%)	0 (0%)	1 (1%)

Note: One programme was unresolved as of 1 November 2008.

This year, the majority of programmes (97%) continued to meet the standards of education and training and standards of proficiency. Three programmes were considered in need of an approval visit.

Across a three-year period, there is an emerging trend that at least 95 per cent of all programmes are likely to retain their open-ended approval after successfully completing the annual monitoring process. On the other hand, this means that approximately five per cent of programmes are likely to trigger an approval visit as a result of the annual monitoring process each year.

We will monitor the data in this area over the next few years to ensure that the annual monitoring process continues to offer a risk-based approach to public protection. Our process seeks to follow a model of regulation that is robust, rigorous and effective without being overly burdensome for education providers.

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

Declaration forms are forwarded directly to the next Education and Training Committee for consideration. We aim to process all annual monitoring declaration submissions within two months.

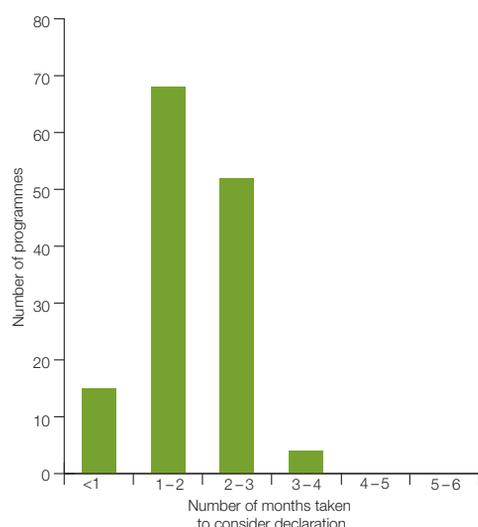
Audit submissions are considered either on an assessment day or by postal correspondence, prior to a recommendation being made to the Education and Training Committee. Our process allows us approximately three weeks between receipt of the audit submission and the date of the assessment day or posting of the submission. At assessment days, our Visitors produce a report which is forwarded to the next Education and Training Committee meeting for consideration. Visitors have approximately two weeks to consider a submission by postal correspondence and produce a report for the next Education and

Training Committee meeting for consideration. Our process allows us at least two weeks between receipt of the Visitors report and the final decision being made by the Education and Training Committee. We aim to process all annual monitoring audit submissions within three months.

Table 36 Number of months taken to consider declarations

Number of months between submission received and final decision on annual monitoring process	Number of programmes
One month or less	15
1–2	68
2–3	52
3–4	4
4–5	0
5–6	0

Graph 43 Number of months taken to consider declarations



The majority of declarations (60%) took less than two months to consider. This means that the majority of declarations were considered within our guidelines.

Approximately 37 per cent of declarations were considered just outside our guidelines (ie between two and three months). This was mainly due to the timing of our Education and Training Committee meetings. We have ten meetings each year, and on the two occasions where there are no monthly meetings, any received declaration forms are automatically delayed by a month due to the meeting schedule.

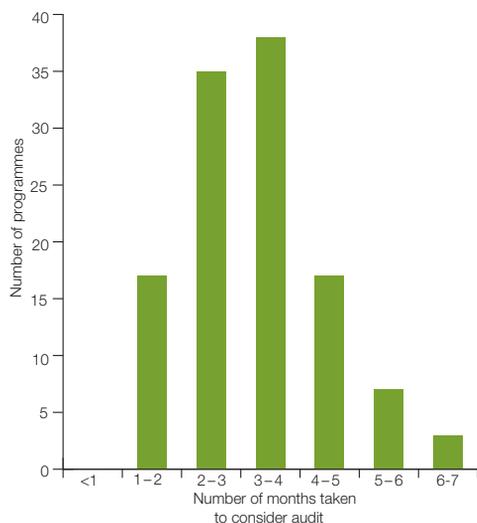
All declarations were considered within four months.

Table 37 Number of months taken to consider audits

Number of months between submission received and final decision on annual monitoring process	Number of programmes
One month or less	0
1–2	17
2–3	35
3–4	38
4–5	17
5–6	7
6–7	3

Note: One programme was unresolved as of 1 November 2008.

Graph 44 Number of months taken to consider audits



The majority of audits (76%) took four months or less to consider. Unfortunately, only 44 per cent of audits were considered within our guidelines of three months.

Fifty six per cent of audits were considered outside of our guidelines of three months; 32 per cent were considered just outside our guidelines (ie between three and 4 months). However 24 per cent were considerably outside of our guidelines (ie between four and seven months). There was a noticeable variation between the two assessment methods, with just 17 per cent of annual monitoring audit submissions considered at an assessment day taking longer than three months, compared to 73 per cent of annual monitoring audit submissions considered by postal correspondence taking longer than three months.

There were a number of possible reasons for annual monitoring audit submissions taking longer than the guidelines of three months.

Any request for further information automatically lengthens the overall timescale of the process by approximately four weeks, as both the education provider and Visitors are given two weeks to address the requests. In addition, there may be administrative delays on both sides. In some cases, we failed to appoint Visitors (without a significant connection) to submissions in a timely manner, thereby delaying the initial scrutiny. In other cases we struggled to effectively monitor submissions or further information requests from Visitors by correspondence. Equally, there were cases where education providers were late in responding to requests for further information and cases where they failed to provide a sufficient response to requests for further information at the first attempt.

We will work hard with education providers and Visitors over the next year to reduce the time taken to consider annual monitoring audit submissions. We will fine-tune our process and resource allocation to address the areas at risk. We will update the publication Annual monitoring process – Supplementary information for education providers, so that the information and requirements of our process remain robust, flexible and evidence-based. We will continue to monitor this area for any long-term trends and assess the feasibility of the current guidelines of two and three months.

Major change

Number of major change submissions

This year we received 77 major change submissions. This year also saw the introduction of a new version of the major change process on 1 March 2008. As a result of this, much of the data under review has been divided between the previous version of the process (audits received before 1 March 2008) and the newer version of the process (audits received from 1 March 2008 onwards).

This year we received 37 submissions before 1 March 2008 and 40 submissions after 1 March 2008. Two submissions received after 1 March 2008 were later withdrawn by the education provider. If education providers decide not to change a programme following a submission to us, this can be done at any time as long as confirmation of the intention to leave the programme unchanged is received in writing.

Table 38 Number of major change submissions received per month

Month	Number of submissions
September 2007	8
October 2007	6
November 2007	3
December 2007	2
January 2008	9
February 2008	9
March 2008	4
April 2008	5
May 2008	6
June 2008	11
July 2008	7
August 2008	7

When were major change submissions received?

There were three peaks for major change submissions this year. Last year there were only two peaks. The peaks this year fell in September 2007, January to February 2008, and May to August 2008. The first peak reflects changes made to programmes following the commencement of the academic year. The second peak appears to indicate a number of major changes being submitted in preparation for the following academic year in order to allow time for approval visits to take place. This peak was not a feature last year and shows an increased understanding from education providers of the time it takes to process changes. It may also be possible that programmes running with January start dates are also submitting major changes to us at this time, just as there is a corresponding peak in September when the majority of programmes start. The third peak reflects the changes that education providers plan to make as the academic year comes to a close in preparation for the following year.

Number of programmes considered

An education provider's submission can affect more than one programme. Our major change process allows us to consider multi-profession changes and multi-programme changes in one major change submission.

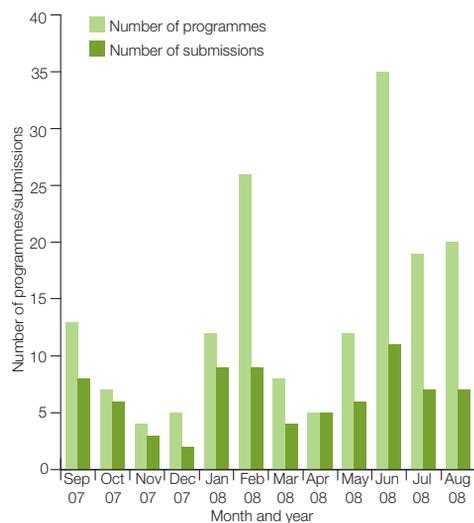
This year, the 77 major change submissions considered 166 programmes. Fourteen programmes were withdrawn from the process by education providers. In some cases this led to the whole submission being withdrawn, but in other cases just one or two programmes from a group were withdrawn from the process by the education provider.

Sixty seven changes to programmes were submitted to us before 1 March 2008 and two were later withdrawn by the education provider. Ninety nine changes to programmes were submitted to us following 1 March 2008 and twelve were later withdrawn.

Table 39 Number of programmes considered per month

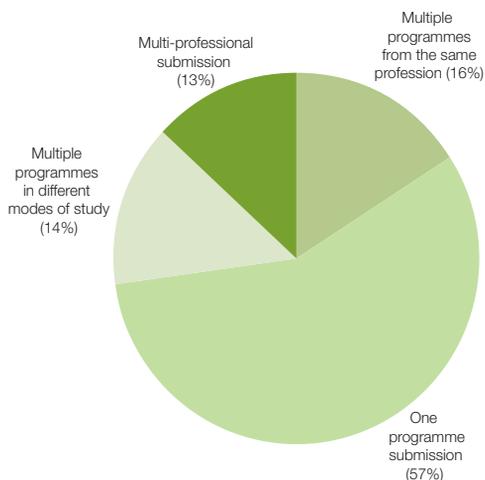
Month	Number of programmes
September 2007	13
October 2007	7
November 2007	4
December 2007	5
January 2008	12
February 2008	26
March 2008	8
April 2008	5
May 2008	12
June 2008	35
July 2008	19
August 2008	20

Graph 45 Number of major change submissions received compared to the number of programmes considered, by month



Considering the number of programmes and submissions together, it is clear that education providers are submitting notification of changes to us in groups of programmes affected by the same change or same validation cycle. This allows us to review changes contextually and to determine whether or not changes impact on individual programmes differently.

Graph 46 Types of submission



As last year, the majority of submissions continue to be in relation to one programme. However, the number of submissions is less than in previous years. Multiple programme submissions overall have seen an increase since last year.

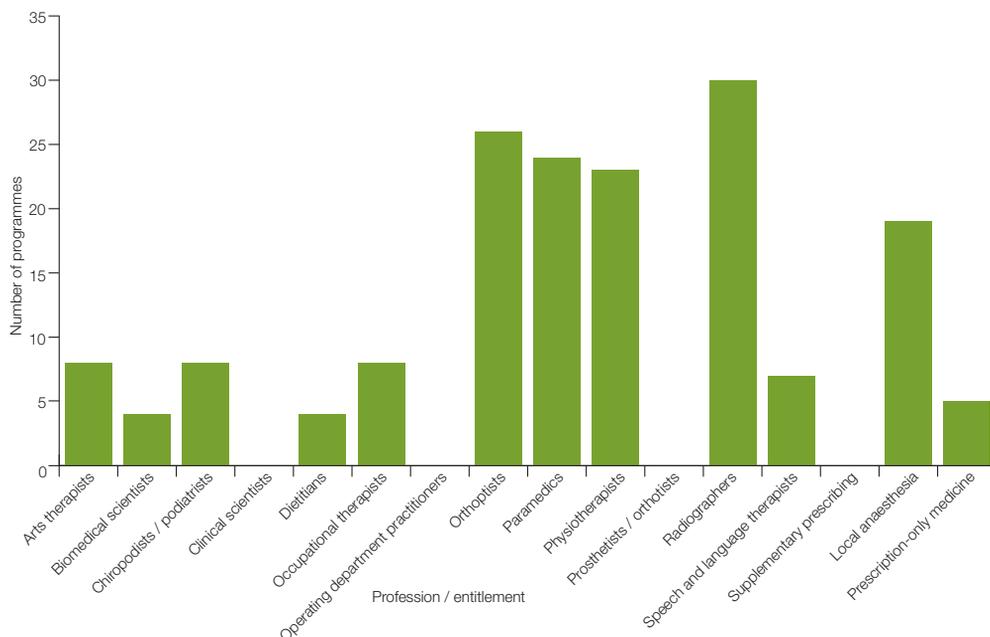
Which professions / entitlements submitted major changes?

We considered more major changes from supplementary prescribing, radiography, physiotherapy, paramedic and occupational therapy programmes than any professions / entitlements this year. Overall, this pattern is to be expected as we have the largest number of approved programmes for these professions / entitlements.

In particular, the high number of changes from supplementary prescribing programmes can be attributed to curriculum changes issued by the Nursing and Midwifery Council around pass marks for numerical assessments, requiring specific changes to assessment regulations for these programmes as they are often open to both allied health professionals and nurses.

The relatively high number of prescription only medicine major changes comes as a result of an Education and Training Committee decision to allow this type of programme to be approved via a major change submission as long as the constituent modules were part of an already approved pre-registration podiatry programme.

Graph 47 Breakdown of major change submissions by profession / entitlement



This year there were no major change submissions for clinical scientist, orthotist, prosthetist / orthotist or local anaesthesia programmes. We have no expectation that programmes must make major changes to their programmes.

Summary of outcomes

The major change process asks education providers to tell us about any changes to their programmes, whether proposed or retrospective. This year, there are two versions of the process to report on.

The first version of the process relates to submissions received before 1 March 2008. In this process all submissions are reviewed by at least one Visitor and a recommendation is made to the Education and Training Committee. Visitors can recommend to the Education and Training Committee that the programme:

- has undergone a minor change and continues to meet the standards of education and training (and upon successful completion, students continue to meet the standards of proficiency);
- has undergone a major change, but continues to meet the standards of education and training, so no approval visit is required (and upon successful completion, students continue to meet the standards of proficiency); or
- has undergone a major change and an approval visit is required.

The second version of the process relates to submissions received after 1 March 2008. In this process all submissions are initially reviewed by the Education Department who make a decision about which of the three approval or monitoring processes is most appropriate to consider the change.

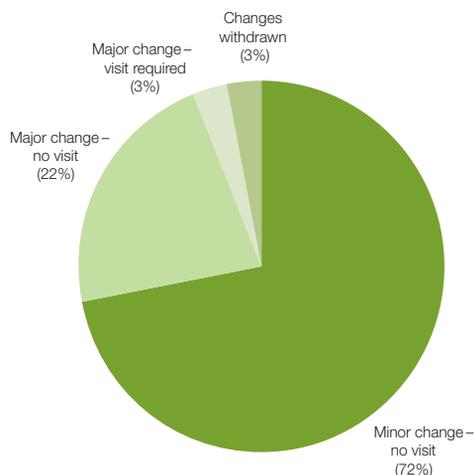
If the Education Department chooses the approval process or annual monitoring process, the education provider is informed and arrangements are made for a visit or audit submission at the appropriate time. If the Education Department chooses the major change process the submission is reviewed by at least one Visitor and a recommendation is made to the Education and Training Committee. Visitors can recommend to the Education and Training Committee that there is:

- sufficient evidence to demonstrate that the standards of education and training continue to be met; or
- insufficient evidence to demonstrate that the standards of education and training continue to be met and therefore a visit is required to gather more evidence.

Table 40 Breakdown of major change submissions received before 1 March 2008 by outcome

Outcome	Number of programmes
Minor change – no visit	48
Major change – no visit	15
Major change – visit required	2
Pending	0
Changes withdrawn	2

Graph 48 Breakdown of major change submissions received before 1 March 2008 by outcome



The majority of submissions (72%) received prior to 1 March 2008 resulted in an outcome of ‘minor change’. The next highest category was ‘major change – no visit’ with 22 per cent of submissions reaching that outcome. Only three per cent of submissions subject to change reached an outcome requiring a visit. One of the reasons for the revision of the major change process was to reduce the number of programmes reviewed by Visitors that would reach the ‘minor change’ outcome to increase the capacity of the Visitors to process other pieces of work and also to reduce costs associated with major change.

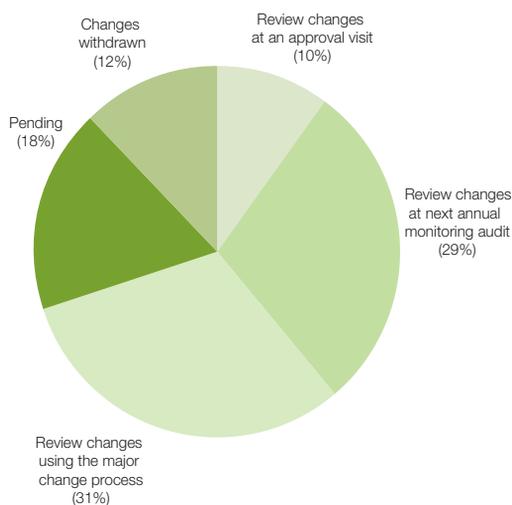
Table 41 Breakdown of major change submissions received after 1 March 2008 by outcome – Education Department recommendation

Outcome	Number of programmes
Review changes at an approval visit	13
Review changes at next annual monitoring audit	27
Review changes using the major change process	30
Pending	17
Changes withdrawn	12

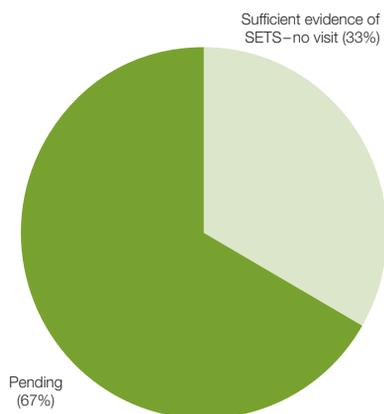
Table 42 Breakdown of major change submissions received after 1 March 2008 by outcome – Visitor recommendation

Outcome	Number of programmes
Sufficient evidence of SETS – no visit	10
Insufficient evidence of SETS – visit	0
Pending	20

Graph 49 Breakdown of major change submissions received after 1 March 2008, by outcome and Education Department recommendation



Graph 50 Breakdown of major change submissions received after 1 March 2008, by outcome and Visitor recommendation



Major change

The introduction of the revised major change process on 1 March 2008 saw a change to the way in which changes were processed. The revisions saw an increased role for the Education Department to channel changes into the most appropriate approval or monitoring process at an earlier stage. The result was that only 31 per cent of programme changes were considered via the major change process. Instead, ten per cent of changes were directed straight to the approval process and 29 per cent were directed to the annual monitoring process in which the next audit would consider the changes to the programme cumulatively. Unfortunately, 18 per cent of submissions were pending at academic year end. More analysis of the pending submissions will appear later in this section of the report.

Similarly, where Visitors were responsible for making recommendations a high number of submissions (20) were pending as of 31 August 2008. More detailed analysis in relation to the duration of the major change process will take place later in this section of the report. Thirty three per cent of programmes reviewed by Visitors reached a recommended outcome of continued approval following submission of sufficient documentary evidence. As at 31 August 2008 no visits have been required as a result of Visitor assessments.

List of outcomes

Date notification received	Education provider	Programme name	Mode	Outcome at 31 August 2008
6 September	Birmingham City University	BSc (Hons) Diagnostic Radiography	Full Time	Major change– Continues to meet SETs – No visit
6 September	Birmingham City University	BSc (Hons) Diagnostic Radiography	Part Time	Major change– Continues to meet SETs – No visit
6 September	Birmingham City University	BSc (Hons) Radiotherapy	Full Time	Major change– Continues to meet SETs – No visit
6 September	Birmingham City University	BSc (Hons) Radiotherapy	Part Time	Major change– Continues to meet SETs – No visit
7 September	University of Essex	BSc (Hons) Medical Imaging (Diagnostic Radiography)	Full Time	Major change– Continues to meet SETs – No visit
13 September	University of Huddersfield	Clinical Pharmacology for Podiatrists	Part Time	Major change– Continues to meet SETs – No visit
13 September	Birmingham City University	DipHE Operating Department Practice	Full Time	Major change– Continues to meet SETs – No visit
14 September	University Campus Suffolk (formerly Suffolk College)	BSc (Hons) Diagnostic Radiography	Full Time	Major change– Continues to meet SETs – No visit
14 September	University Campus Suffolk (formerly Suffolk College)	BSc (Hons) Oncology and Radiotherapy Technology	Full Time	Major change– Continues to meet SETs – No visit
19 September	Coventry University	Certificate in Non-Medical Prescribing (M Level)	Part Time	Major change– Continues to meet SETs – No visit

Major change

Date notification received	Education provider	Programme name	Mode	Outcome at 31 August 2008
19 September	University of Salford	BSc (Hons) Podiatry	Full Time	Minor change – Continues to meet SETs – No visit
19 September	University of Salford	BSc (Hons) Podiatry	Part Time	Minor change – Continues to meet SETs – No visit
24 September	University of Brighton	Clinical Pharmacology	Part Time	Major change – Continues to meet SETs – No visit
11 October	De Montfort University	Prescribing for Health Care Professionals (Level 3)	Part Time	Minor change – Continues to meet SETs – No visit
11 October	De Montfort University	Prescribing for Health Care Professionals (M Level)	Part Time	Minor change – Continues to meet SETs – No visit
12 October	University of Worcester	FD in Pre Hospital Unscheduled and Emergency Care	Full Time	Minor change – Continues to meet SETs – No visit
15 October	Teesside University	BSc (Hons) Physiotherapy	Full Time	Minor change – Continues to meet SETs – No visit
24 October	Institute of Arts in Therapy and Education	MA Integrative Arts Psychotherapy	Part Time	Major change – Continues to meet SETs – No visit
25 October	University of Sheffield	B Med Sci (Hons) Speech	Full Time	Minor change – Continues to meet SETs – No visit
29 October	Manchester Metropolitan University	MSc Physiotherapy (Pre-registration)	Full Time	Major change – Continues to meet SETs – No visit
6 November	University of the West of England, Bristol	BSc (Hons) Diagnostic Imaging	Full Time	Minor change – Continues to meet SETs – No visit
23 November	University of Lincoln	BSc (Hons) Applied Biomedical Science	Part Time	Major change – Continues to meet SETs – No visit

Major change

Date notification received	Education provider	Programme name	Mode	Outcome at 31 August 2008
23 November	University of Lincoln	BSc (Hons) Applied Biomedical Science	Full Time	Major change – Continues to meet SETs – No visit
29 November	University of Salford	Prescription only Medicine for Podiatrists	Part Time	Minor change – Continues to meet SETs – No visit
7 December	University of the West of England, Bristol	BSc (Hons) Radiotherapy	Full Time	Minor change – Continues to meet SETs – No visit
7 December	University of the West of England, Bristol	BSc (Hons) Radiotherapy	Part Time	Minor change – Continues to meet SETs – No visit
19 December	University of Wales Institute, Cardiff	BSc (Hons) Human Nutrition and Dietetics	Full Time	Minor change – Continues to meet SETs – No visit
19 December	University of Wales Institute, Cardiff	MSc Dietetics	Full Time	Minor change – Continues to meet SETs – No visit
19 December	University of Wales Institute, Cardiff	PGDip Dietetics	Full Time	Minor change – Continues to meet SETs – No visit
3 January	University of Essex	Preparation of Pharmacists and Allied Health Professionals to become Supplementary Prescribers	Part Time	Minor change – Continues to meet SETs – No visit
3 January	University of Essex	Practice Certificate in Supplementary Prescribing for Allied Health Professionals	Part Time	Minor change – Continues to meet SETs – No visit
7 January	University of Wales Institute, Cardiff	BSc (Hons) Podiatry	Full Time	Minor change – Continues to meet SETs – No visit
9 January	Anglia Ruskin University	Advanced Non-Medical Prescribing (Level 4)	Part Time	Minor change – Continues to meet SETs – No visit

Major change

Date notification received	Education provider	Programme name	Mode	Outcome at 31 August 2008
9 January	Anglia Ruskin University	Non-Medical Prescribing (Level 3)	Part Time	Minor change – Continues to meet SETs – No visit
9 January	University of Plymouth	Supplementary Prescribing	Part Time	Minor change – Continues to meet SETs – No visit
15 January	Sheffield Hallam University	BSc (Hons) Occupational Therapy	Work Based learning	Minor change – Continues to meet SETs – No visit
21 January	University of Wales Institute, Cardiff	Pharmacology (PR)	Part Time	Major change – Continues to meet SETs – No visit
25 January	University of Central Lancashire	Advanced Certificate Non Medical Prescribing	Part Time	Minor change – Continues to meet SETs – No visit
31 January	Sheffield Hallam University	Diploma of Higher Education Paramedic Practice	Full Time	Major change – Continues to meet SETs – No visit
31 January	University of the West of England, Bristol	Graduate Diploma Diagnostic Imaging	Full Time	Minor change – Continues to meet SETs – No visit
31 January	University of the West of England, Bristol	BSc (Hons) Diagnostic Imaging	Part Time	Minor change – Continues to meet SETs – No visit
1 February	Manchester Metropolitan University	Non-Medical Prescribing	Part Time	Minor change – Continues to meet SETs – No visit
1 February	University of Portsmouth	FdSc Paramedic Science	Part Time	Minor change – Continues to meet SETs – No visit
6 February	University of the West of England, Bristol	Prescribing Principles (M Level)	Part Time	Major change – Continues to meet SETs – No visit
6 February	University of the West of England, Bristol	Prescribing Principles (Level 3)	Part Time	Major change – Continues to meet SETs – No visit

Major change

Date notification received	Education provider	Programme name	Mode	Outcome at 31 August 2008
7 February	De Montfort University	BSc (Hons) Human Communication – Speech and Language Therapy	Part Time	Minor change – Continues to meet SETs – No visit
7 February	De Montfort University	BSc (Hons) Human Communication – Speech and Language Therapy	Full Time	Minor change – Continues to meet SETs – No visit
8 February	University of Portsmouth	BSc (Hons) Diagnostic Radiography	Full Time	Minor change – Continues to meet SETs – No visit
8 February	University of Portsmouth	BSc (Hons) Therapeutic Radiography	Full Time	Minor change – Continues to meet SETs – No visit
20 February	University of Huddersfield	BSc (Hons) Podiatry	Full Time	Minor change – Continues to meet SETs – No visit
20 February	University of Huddersfield	BSc (Hons) Podiatry	Part Time	Minor change – Continues to meet SETs – No visit
25 February	Oxford Brookes University	Dip HE Paramedic Emergency Care	Mixed Mode	Changes withdrawn by education provider
25 February	Oxford Brookes University	Dip HE Paramedic Emergency Care	Part Time	Changes withdrawn by education provider
25 February	Oxford Brookes University	BSc (Hons) Occupational Therapy	Full Time	Minor change – Continues to meet SETs – No visit
25 February	Oxford Brookes University	BSc (Hons) Occupational Therapy	Part Time	Minor change – Continues to meet SETs – No visit
25 February	Oxford Brookes University	BSc (Hons) Physiotherapy	Full Time	Minor change – Continues to meet SETs – No visit
25 February	Oxford Brookes University	BSc (Hons) Paramedic Emergency Care	Part Time	Minor change – Continues to meet SETs – No visit

Major change

Date notification received	Education provider	Programme name	Mode	Outcome at 31 August 2008
25 February	Oxford Brookes University	BSc Paramedic Emergency Care	Part Time	Minor change – Continues to meet SETs – No visit
25 February	Oxford Brookes University	BSc (Hons) Paramedic Emergency Care	Mixed Mode	Minor change – Continues to meet SETs – No visit
25 February	Oxford Brookes University	BSc Paramedic Emergency Care	Mixed Mode	Minor change – Continues to meet SETs – No visit
26 February	University of the West of England, Bristol	BSc (Hons) Occupational Therapy	Full Time	Minor change – Continues to meet SETs – No visit
26 February	University of the West of England, Bristol	BSc (Hons) Occupational Therapy	Part Time	Minor change – Continues to meet SETs – No visit
26 February	University of the West of England, Bristol	Graduate Diploma Occupational Therapy	Part Time	Minor change – Continues to meet SETs – No visit
26 February	University of the West of England, Bristol	BSc (Hons) Physiotherapy	Full Time	Minor change – Continues to meet SETs – No visit
26 February	University of the West of England, Bristol	Graduate Diploma Physiotherapy	Full Time	Minor change – Continues to meet SETs – No visit
27 February	University of Salford	BSc (Hons) Physiotherapy	Full Time	Major change – No longer meets SETs – Visit required
27 February	University of Salford	BSc (Hons) Physiotherapy	Part Time	Major change – No longer meets SETs – Visit required
11 March	Staffordshire University	DipHE Operating Department Practice	Full Time	Use annual monitoring process to review changes
11 March	Staffordshire University	DipHE Operating Department Practice	Full Time	Use annual monitoring process to review changes

Major change

Date notification received	Education provider	Programme name	Mode	Outcome at 31 August 2008
18 March	Oxford Brookes University	FD Paramedic Emergency Care	Mixed Mode	Sufficient evidence of SETs – No visit
18 March	Oxford Brookes University	FD Paramedic Emergency Care	Part Time	Sufficient evidence of SETs – No visit
18 March	Oxford Brookes University	FD Paramedic Emergency Care	Full Time	Sufficient evidence of SETs – No visit
26 March	Teesside University	DipHE Operating Department Practice	Full Time	Sufficient evidence of SETs – No visit
27 March	University of East Anglia	MSc Physiotherapy	Full Time	Use annual monitoring process to review changes
27 March	University of East Anglia	MSc Occupational Therapy (Pre-registration)	Full Time	Use annual monitoring process to review changes
7 April	University of Plymouth	BSc (Hons) Dietetics	Full Time	Pending Visitor decision
14 April	The Robert Gordon University	MSc Physiotherapy (Pre-registration)	Full Time	Use annual monitoring process to review changes
15 April	University of Cumbria (formerly St Martin's College)	MSc Occupational Therapy (Accelerated route)	Full Time	Use annual monitoring process to review changes
25 April	Medway School of Pharmacy	Postgraduate Certificate in Supplementary Prescribing	Distance Learning	Use annual monitoring process to review changes
28 April	New College Durham	BSc (Hons) Podiatry	Full Time	Use annual monitoring process to review changes
6 May	London Metropolitan University	Supplementary Prescribing for Allied Health Professionals	Part Time	Sufficient evidence of SETs – No visit
7 May	University of Southampton	BSc (Hons) Physiotherapy	Part Time	Changes withdrawn by education provider
7 May	University of Southampton	BSc (Hons) Occupational Therapy	Full Time	Changes withdrawn by education provider

Major change

Date notification received	Education provider	Programme name	Mode	Outcome at 31 August 2008
7 May	University of Southampton	BSc (Hons) Occupational Therapy	Part Time	Changes withdrawn by education provider
7 May	University of Southampton	MSc Physiotherapy (Pre-registration)	Full Time	Pending Visitor decision
7 May	University of Southampton	BSc (Hons) Podiatry	Full Time	Pending Visitor decision
7 May	University of Southampton	BSc (Hons) Physiotherapy	Full Time	Pending Visitor decision
9 May	University of Hertfordshire	MA Art Therapy	Full Time	Use annual monitoring process to review changes
9 May	University of Hertfordshire	MA Art Therapy	Part Time	Use annual monitoring process to review changes
13 May	University of Cumbria (formerly St Martin's College)	BSc (Hons) Diagnostic Radiography	Full Time	Use approval process to review changes
20 May	University of the West of Scotland (formerly University of Paisley)	BSc (Hons) Applied Biomedical Sciences	Full Time	Use annual monitoring process to review changes
21 May	University of Huddersfield	Supplementary Prescribing for Allied Health Professionals	Part Time	Sufficient evidence of SETs – No visit
2 June	Queen Margaret University	MSc Physiotherapy (Pre-registration)	Full Time	Sufficient evidence of SETs – No visit
3 June	University of Strathclyde	BSc (Hons) Speech and Language Pathology	Full Time	Pending Visitor decision
3 June	University of the West of Scotland (formerly University of Paisley)	BSc (Hons) Applied Biomedical Sciences	Full Time	Pending Visitor decision
4 June	Birmingham City University	Fd Health and Social Care (Paramedic Science)	Full Time	Pending Visitor decision
5 June	Sheffield Hallam University	BSc (Hons) Radiotherapy and Oncology	Full Time	Use annual monitoring process to review changes

Major change

Date notification received	Education provider	Programme name	Mode	Outcome at 31 August 2008
17 June	Birmingham City University	Non-medical Prescribing for Allied Health Professionals	Part Time	Sufficient evidence of SETs – No visit
17 June	Birmingham City University	Non-medical Prescribing for Allied Health Professionals	Full Time	Sufficient evidence of SETs – No visit
18 June	Sheffield Hallam University	BSc (Hons) Diagnostic Radiography	Part Time	Changes withdrawn by education provider
18 June	University of the West of England, Bristol	MA Music Therapy	Part Time	Sufficient evidence of SETs – No visit
18 June	Sheffield Hallam University	BSc (Hons) Occupational Therapy	Work-based Learning	Use annual monitoring process to review changes
18 June	Sheffield Hallam University	Supplementary Prescribing	Part Time	Use annual monitoring process to review changes
18 June	Sheffield Hallam University	BSc (Hons) Diagnostic Radiography	Full Time	Use annual monitoring process to review changes
18 June	Sheffield Hallam University	Diploma of Higher Education Operating Department Practice	Full Time	Use annual monitoring process to review changes
18 June	Sheffield Hallam University	MSc Occupational Therapy (Pre-registration)	Full Time	Use annual monitoring process to review changes
18 June	Sheffield Hallam University	BSc (Hons) Occupational Therapy	Part Time	Use annual monitoring process to review changes
18 June	Sheffield Hallam University	BSc (Hons) Occupational Therapy	Full Time	Use annual monitoring process to review changes
18 June	Sheffield Hallam University	Diploma of Higher Education Paramedic Practice	Full Time	Use annual monitoring process to review changes
18 June	Sheffield Hallam University	Pg Dip Radiotherapy and Oncology in Practice	Full Time	Use annual monitoring process to review changes

Major change

Date notification received	Education provider	Programme name	Mode	Outcome at 31 August 2008
18 June	Sheffield Hallam University	BSc (Hons) Physiotherapy	Full Time	Use annual monitoring process to review changes
18 June	Sheffield Hallam University	BSc (Hons) Physiotherapy	Part Time	Use annual monitoring process to review changes
18 June	Sheffield Hallam University	BSc (Hons) Physiotherapy	Work-based Learning	Use annual monitoring process to review changes
18 June	Sheffield Hallam University	BSc (Hons) Radiotherapy and Oncology	Full Time	Use annual monitoring process to review changes
24 June	Teesside University	BSc (Hons) Diagnostic Radiography	Full Time	Use approval process to review changes
24 June	Teesside University	Pg Dip Diagnostic Radiography (Pre-registration)	Full Time	Use approval process to review changes
24 June	Teesside University	MSc Diagnostic Radiography (Pre-registration)	Full Time	Use approval process to review changes
24 June	Teesside University	BSc (Hons) Physiotherapy	Full Time	Use approval process to review changes
24 June	Teesside University	MSc Physiotherapy (Pre-registration)	Full Time	Use approval process to review changes
24 June	Teesside University	BSc (Hons) Occupational Therapy	Full Time	Use approval process to review changes
24 June	Teesside University	Pg Dip Occupational Therapy (Pre-registration)	Full Time	Use approval process to review changes
24 June	Teesside University	MSc Occupational Therapy (Pre-registration)	Full Time	Use approval process to review changes
24 June	Teesside University	Pg Dip Physiotherapy (Pre-registration)	Full Time	Use approval process to review changes
25 June	Liverpool John Moores University	Foundation Degree Sciences Paramedic Studies	Full Time	Changes withdrawn by education provider

Major change

Date notification received	Education provider	Programme name	Mode	Outcome at 31 August 2008
25 June	Liverpool John Moores University	Foundation Degree Sciences Paramedic Studies	Part Time	Changes withdrawn by education provider
26 June	Liverpool John Moores University	Diploma of Higher Education Paramedic Practice	Full Time	Changes withdrawn by education provider
26 June	Liverpool John Moores University	Diploma of Higher Education Paramedic Practice	Part Time	Changes withdrawn by education provider
1 July	University of Southampton	Access and Supply Pharmacology (A and S POMs)	Part Time	Pending Visitor decision
3 July	Leeds Metropolitan University	BSc (Hons) Physiotherapy	Full Time	Use annual monitoring process to review changes
4 July	Royal Welsh College of Music and Drama	MA Music Therapy	Full Time	Use annual monitoring process to review changes
4 July	Royal Welsh College of Music and Drama	MA Music Therapy	Part Time	Use annual monitoring process to review changes
8 July	Glasgow Caledonian University	BSc (Hons) Podiatry	Full Time	Pending Education Department decision
8 July	Glasgow Caledonian University	BSc (Hons) Physiotherapy	Full Time	Pending Education Department decision
8 July	Glasgow Caledonian University	BSc (Hons) Diagnostic Imaging Science	Full Time	Pending Education Department decision
8 July	Glasgow Caledonian University	BSc (Hons) Radiation Oncology Science	Full Time	Pending Education Department decision
8 July	Glasgow Caledonian University	BSc (Hons) Occupational Therapy	Full Time	Pending Education Department decision
8 July	Glasgow Caledonian University	MSc Occupational Therapy (Pre-registration)	Full Time	Pending Education Department decision

Major change

Date notification received	Education provider	Programme name	Mode	Outcome at 31 August 2008
8 July	Glasgow Caledonian University	MSc Rehabilitation Science	Full Time	Pending Education Department decision
8 July	Glasgow Caledonian University	BSc (Hons) Occupational Therapy with Psychology	Full Time	Pending Education Department decision
8 July	Glasgow Caledonian University	BSc (Hons) Occupational Therapy with Sociology	Full Time	Pending Education Department decision
8 July	Glasgow Caledonian University	BSc (Hons) Occupational Therapy with Health Ergonomics	Full Time	Pending Education Department decision
9 July	Anglia Ruskin University	BSc (Hons) Radiography (Diagnostic) incorporating DipHE Medical Imaging Practice	Part Time	Pending Visitor decision
17 July	City University	BSc (Hons) Radiography (Radiotherapy and Oncology)	Full Time	Changes withdrawn by education provider
17 July	City University	BSc (Hons) Radiography (Radiotherapy and Oncology) incorporating bridging course	Part Time	Pending Visitor decision
23 July	Glyndwr University (formerly North East Wales Institute of Higher Education)	Professional Certificate (Practice Certificate in Supplementary Prescribing for AHPs at level 6)	Part Time	Changes withdrawn by education provider
23 July	Glyndwr University (formerly North East Wales Institute of Higher Education)	BSc (Hons) Occupational Therapy	Part Time	Pending Education Department decision
4 August	Canterbury Christ Church University	BSc (Hons) Diagnostic Radiography	Full Time	Pending Education Department decision

Major change

Date notification received	Education provider	Programme name	Mode	Outcome at 31 August 2008
4 August	Canterbury Christ Church University	DipHE Operating Department Practice	Full Time	Pending Education Department decision
4 August	Canterbury Christ Church University	BSc (Hons) Occupational Therapy	Full Time	Pending Education Department decision
4 August	University of Exeter	BSc (Hons) Medical Imaging (Diagnostic Radiography)	Full Time	Use annual monitoring process to review changes
5 August	The University of Northampton	Diploma of Higher Education in Paramedic Science	Full Time	Pending Education Department decision
7 August	Oxford Brookes University	Dip HE Operating Department Practice	Part Time	Pending Visitor decision
7 August	Oxford Brookes University	Dip HE Operating Department Practice	Full Time	Pending Visitor decision
7 August	Oxford Brookes University	BSc (Hons) Occupational Therapy	Full Time	Pending Visitor decision
7 August	Oxford Brookes University	BSc (Hons) Occupational Therapy	Part Time	Pending Visitor decision
7 August	Oxford Brookes University	BSc (Hons) Physiotherapy	Full Time	Pending Visitor decision
7 August	Oxford Brookes University	FD Paramedic Emergency Care	Mixed Mode	Pending Visitor decision
7 August	Oxford Brookes University	FD Paramedic Emergency Care	Part Time	Pending Visitor decision
7 August	Oxford Brookes University	FD Paramedic Emergency Care	Full Time	Pending Visitor decision
8 August	Royal Welsh College of Music and Drama	MA Music Therapy	Full Time	Changes withdrawn by education provider
8 August	Royal Welsh College of Music and Drama	MA Music Therapy	Part Time	Changes withdrawn by education provider
12 August	Queen Margaret University	BSc (Hons) Speech and Language Therapy	Full Time	Pending Visitor decision
12 August	Queen Margaret University	Graduate Diploma Speech and Language Therapy	Full Time	Pending Visitor decision

Major change

Date notification received	Education provider	Programme name	Mode	Outcome at 31 August 2008
14 August	Queen Margaret University	Graduate Diploma Speech and Language Therapy	Full Time	Pending Education Department decision
26 August	The Open University	Foundation Degree in Paramedic Science	Part Time	Pending Education Department decision
26 August	The Open University	Diploma in Higher Education in Paramedic Sciences	Part Time	Pending Education Department decision

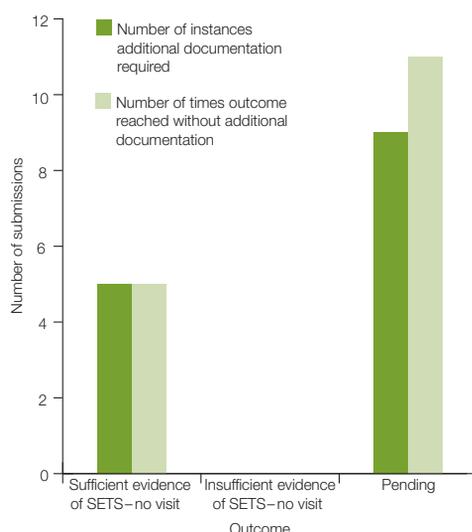
Which submissions required additional documentation?

The revised major change process allows Visitors to request additional documentation to assist in making their recommendation. Table 43 and Graph 51 show that Visitors often required additional documentation. It is apparent that approximately 50 per cent of submissions require additional documentation before a recommendation can be made. We will continue to work with education providers to assist them in their understanding of the types of documentation required for a major change submission. Guidance is already available in the publication Major change – supplementary information for education providers.

Table 43 Breakdown of major change submissions received after 1 March 2008, by outcome and requirement for additional documentation

Outcome	Number of instances when additional documentation required	Number of times outcome reached without additional documentation
Sufficient evidence of SETS – no visit	5	5
Insufficient evidence of SETS – visit	0	0
Pending	9	11

Graph 51 Breakdown of major change submissions received after 1 March 2008, by outcome and requirement for additional documentation

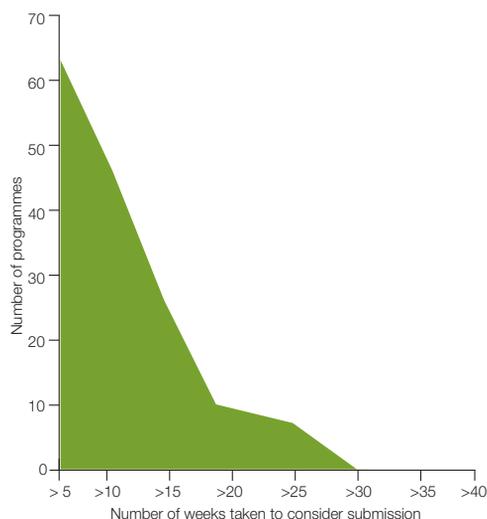


How long does it take for us to consider a submission?

Table 44 Number of weeks taken to consider a submission received before 1 March 2008

Time taken from date of receipt to date of Education and Training Committee panel	Number of programmes
More than 5 weeks	63
More than 10 weeks	46
More than 15 weeks	26
More than 20 weeks	10
More than 25 weeks	7
More than 30 weeks	0
More than 35 weeks	0
More than 40 weeks	0

Graph 52 Number of weeks taken to consider a submission received before 1 March 2008



The majority of submissions received before 1 March took between five and 15 weeks to process. We aim to process major change submissions within twelve weeks.

When an application was received in the old process, we invited Visitors to consider the submission. Once Visitors were selected to consider it, we needed to see if they had a conflict of interest with the programmes under consideration. This took a minimum of two weeks. The submission was then sent to the Visitors, who assessed it and provided a joint report. Again, this took a minimum of two weeks. The Visitors also had the opportunity to ask for extra documents. This would add another two to four weeks to the process. Once we had a satisfactory Visitor report, their recommendation had to go to the Education and Training Committee for approval. The Committee meet on average once a month. Once received, it could take from one to four weeks for the completed report to reach Committee.

One of the reasons for amending the major change process was to reduce the duration of the simpler recommendations as a result of them being made by the Education Department. In turn, it was hoped this would increase the capacity of Visitors to process more complex major changes in shorter time scales.

Tables 45, 46, 47 and 48 and Graphs 53, 54, 55 and 56 show how the amended process performed during the review period. The data illustrates the time taken for the Education Department and Visitors to conclude their work and also how long pending cases have taken up until 31 August 2008.

Table 45 Number of weeks taken to consider a submission, received after 1 March 2008 – Education Department recommendation – complete

Time taken from date of receipt to education provider informed of approval visit or annual monitoring review of changes	Number of programmes
More than 0.4 of a week	40
More than 2 weeks	29
More than 4 weeks	28
More than 8 weeks	0
More than 12 weeks	0
More than 16 weeks	0
More than 20 weeks	0

Table 46 Number of weeks taken to consider a submission, received after 1 March 2008 – Education Department recommendation – incomplete

Time taken from date of receipt to end of review period	Number of programmes
More than 0.4 of a week	17
More than 2 weeks	15
More than 4 weeks	13
More than 8 weeks	2
More than 12 weeks	0
More than 16 weeks	0
More than 20 weeks	0

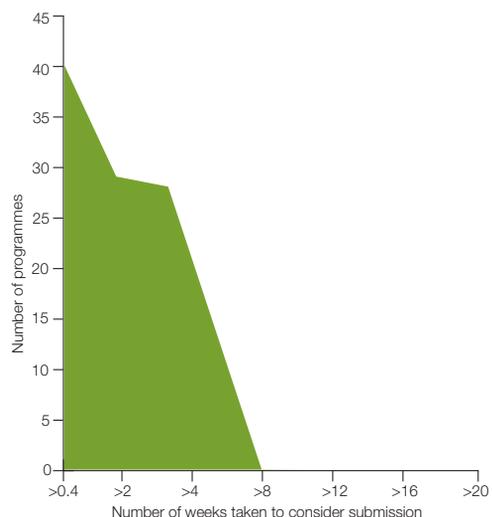
Table 47 Number of weeks taken to consider a submission, received after 1 March 2008 – Visitor recommendation – complete

Time taken from date of receipt to date of Education and Training Panel	Number of programmes
More than 2 weeks	10
More than 4 weeks	10
More than 8 weeks	10
More than 12 weeks	6
More than 16 weeks	4
More than 20 weeks	4
More than 24 weeks	0

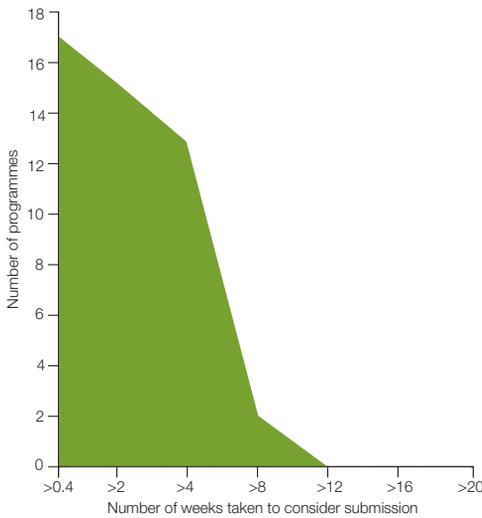
Table 48 Number of weeks taken to consider a submission, received after 1 March 2008 – Visitor recommendation – incomplete

Time taken from date of receipt to end of review period	Number of programmes
More than 2 weeks	20
More than 4 weeks	10
More than 8 weeks	8
More than 12 weeks	7
More than 16 weeks	4
More than 20 weeks	1
More than 24 weeks	0

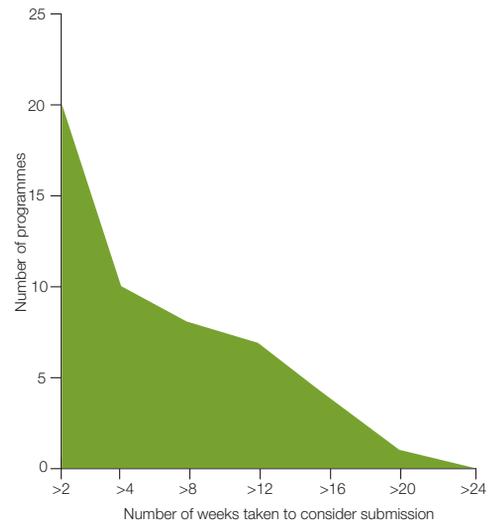
Graph 53 Number of weeks taken to consider a submission received after 1 March 2008 – Education Department recommendation – complete



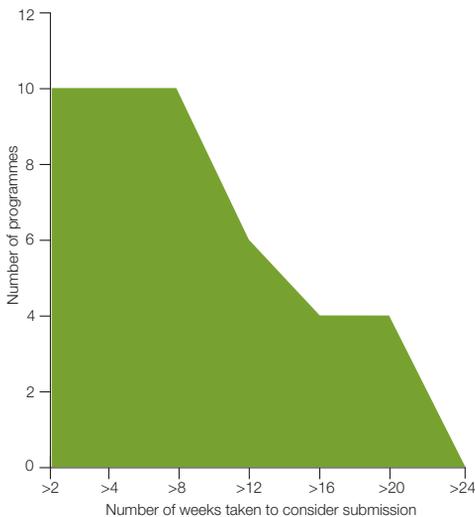
Graph 54 Number of weeks taken to consider a submission received after 1 March 2008 – Education Department recommendation – incomplete



Graph 56 Number of weeks taken to consider a submission received after 1 March 2008 – Visitor recommendation – incomplete



Graph 55 Number of weeks taken to consider a submission received after 1 March 2008 – Visitor recommendation – complete



It is clear that the Education Department is mainly completing its consideration of submissions within four weeks of receipt. The expectation is that such submissions should be processed within two weeks of receipt. One of the reasons for the delay may come from the relative novelty of this role for the Education Department. Training was provided in relation to this new function of the Education Department but this will be supplemented to assist with ease and therefore speed of processing. Another reason that submissions take considerable time to process is as a result of education providers submitting limited information. In these instances, the change cannot be processed until such time as information is submitted by the education provider. In the case of the pending submissions, the majority have extended over longer time frames as the Education Department is waiting for education providers to produce further information.

Conclusion from the Director of Education

We will continue to work with education providers to make clear what kind of information may be appropriate to submit on major change notifications forms. In the interim, guidance is available in the publication Major change – supplementary information for education providers.

When Visitors become involved with submissions it appears that the process of locating and allocating appropriate Visitors still significantly extends the duration of the major change process. In the majority of cases, it appears major change submissions requiring Visitor scrutiny are resolved in approximately twelve weeks, though there are a number of submissions that are taking longer than this. Again, the reasons for this are variable dependent on the submission. In some cases the reason for the delay has been Visitor illness or absence, whilst on other occasions it has been attributed to the education provider as further information is not received within the two-week period allocated for this. We will continue to work with education providers to ensure our expectations for documentation and deadlines are made clear. We will also continue to ensure that our own work is conducted in a timely fashion to assist education providers.

We are confident that these delays in the process can be managed over time once necessary adaptations are made to the new process and the expected time frames are communicated clearly to all parties.

This year has seen growth in the number of submissions considered for both annual monitoring and major change. Whilst the number of visits undertaken is lower than in previous years, the number of programmes considered has remained high and the complexity of visits has increased as we have begun to work more frequently outside the higher-education setting.

We have also used this year to revise the way that we work, making key changes to the structure of the Department and operational processes (such as the major change process amendments).

The multi-professional way that we conduct our work leads to key efficiencies, such as multi-profession visits, and also promotes working across professions. In particular this year, more emphasis was put on multi-professional pairs of Visitors working together at the annual monitoring assessments days.

All of this work ensures that the programmes that we approve remain robust and fit for purpose in delivering individuals who are fit to practise, and therefore contributes to our primary function of protecting the public.

Thank you for reading this document and I hope you have found it interesting. If you need any further information on our approval and monitoring processes, please see www.hpc-uk.org

Osama Ammar

Acting Director of Education

Contact us

If you have any questions or comments about our approval and monitoring processes, you can contact the Education Department directly.

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Protected titles

The titles below are protected by law. Anyone using one of these titles must be registered with the HPC, or they may be subject to prosecution and a fine of up to £5,000. When a new profession joins our Register there is a period known as 'grandparenting' during which professionals can use protected titles in advance of registering.

Profession	Protected title(s)
Arts therapists	Art psychotherapist Art therapist Dramatherapist Music therapist
Biomedical scientists	Biomedical scientist
Chiropodist / podiatrist	Chiropodist Podiatrist
Clinical scientists	Clinical scientist
Dietitians	Dietician Dietitian
Hearing aid dispensers	Hearing aid dispenser
Occupational therapists	Occupational therapist
Operating department practitioners	Operating department practitioner
Orthoptists	Orthoptist
Paramedics	Paramedic

Profession	Protected title(s)
Practitioner psychologists	Clinical psychologist Counselling psychologist Educational psychologist Forensic psychologist Health psychologist Occupational psychologist Practitioner psychologist Registered psychologist Sport and exercise psychologists
Prosthetists / orthotists	Orthotist Prosthetist
Physiotherapists	Physical therapist Physiotherapist
Radiographers	Diagnostic radiographer Radiographer Therapeutic radiographer
Speech and language therapists	Speech and language therapist Speech therapist

This list was correct at the time of preparing this report. We may regulate further professions in the future. For a full list of professions and protected titles see www.hpc-uk.org

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