

HCPC annual monitoring process report

Education provider	University of Abertay Dundee
Name of programme(s)	BSc (Hons) Applied Biomedical Science, Full time
Date submission received	12 March 2018
Case reference	CAS-12273-Z3D0X1

Contents

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

Executive Summary

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

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

Section 1: Our regulatory approach

Our standards

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

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

How we make our decisions

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

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

HCPC panel

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

Carol Ainley	Biomedical scientist
Robert Keeble	Biomedical scientist
Mandy Hargood	HCPC executive

Section 2: Programme details

Programme name	BSc (Hons) Applied Biomedical Science
Mode of study	FT (Full time)
Profession	Biomedical scientist
First intake	01 September 2012
Maximum learner cohort	Up to 15
Intakes per year	1
Assessment reference	AM07138

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

Section 3: Requirements to commence assessment

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

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

Section 4: Visitors' recommendation

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

This report, including the recommendation of the visitors, will be considered at the 26 April 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	University of Bath
Name of programme(s)	Doctorate in Clinical Psychology, Full time
Date of initial assessment	23 March 2018
Case reference	CAS-12279-R5V5N4

Contents

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

Executive Summary

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

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

Section 1: Our regulatory approach

Our standards

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

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

How we make our decisions

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

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

HCPC panel

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

Christine Stogdon	Social worker
Pavlo Kanellakis	Practitioner psychologist - Clinical psychologist
Jasmine Oduro-Bonsrah	HCPC executive

Section 2: Programme details

Programme name	Doctorate in Clinical Psychology
Mode of study	FT (Full time)
Profession	Practitioner psychologist
Modality	Clinical psychologist
First intake	01 September 2011
Maximum learner cohort	Up to 14
Intakes per year	1
Assessment reference	AM07162

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

Section 3: Requirements to commence assessment

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

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

Section 4: Visitors’ recommendation

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

This report, including the recommendation of the visitors, will be considered at the 26 April 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC’s decision notice, which are available [on our website](#).

Section 5: Future considerations for the programme(s)

Through undertaking this process, we have noted areas that may need to be considered as part of future HCPC assessment processes in section 5 of this report. The education provider must inform us once the new programme director has been appointed via the major change process.

HCPC annual monitoring process report

Education provider	University of Bath
Name of programme(s)	BSc (Hons) Social Work and Applied Social Studies, Full time
Date of initial assessment	23 March 2018
Case reference	CAS-12374-N2V9M2

Contents

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

Executive Summary

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

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

Section 1: Our regulatory approach

Our standards

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

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

How we make our decisions

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

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

HCPC panel

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

Anne Mackay	Social worker
Richard Barker	Social worker
Eloise O'Connell	HCPC executive

Section 2: Programme details

Programme name	BSc (Hons) Social Work and Applied Social Studies
Mode of study	FT (Full time)
Profession	Social worker in England
First intake	01 August 2003
Maximum learner cohort	Up to 37
Intakes per year	1
Assessment reference	AM07163

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

Section 3: Requirements to commence assessment

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

Required documentation	Submitted	Reason(s) for non-submission
HCPC annual monitoring audit form, including completed standards mapping	Yes	
Internal quality reports from the last two years	No	There is no internal quality report for the year 2016 / 17 as the education provider no longer required these to be completed from 2015 / 16 onwards. The education provider has included examples of alternative internal quality documents
External examiner reports from the last two years	Yes	
Responses to external examiner reports from the last two years	Yes	

Section 4: Visitors' recommendation

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

This report, including the recommendation of the visitors, will be considered at the 26 April 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	Buckinghamshire New University
Name of programme(s)	Dip (HE) Operating Department Practitioner, Full time
Date of initial assessment	23 March 2018
Case reference	CAS-12376-D5L6D8

Contents

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

Executive Summary

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

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

Section 1: Our regulatory approach

Our standards

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

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

How we make our decisions

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

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

HCPC panel

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

Angela Ariu	Occupational therapist
David Bevan	Operating department practitioner
Amal Hussein	HCPC executive

Section 2: Programme details

Programme name	Dip (HE) Operating Department Practitioner
Mode of study	FT (Full time)
Profession	Operating department practitioner
First intake	01 September 2011
Maximum learner cohort	Up to 15
Intakes per year	1
Assessment reference	AM07166

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

Section 3: Requirements to commence assessment

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

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

Section 4: Visitors' recommendation

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

This report, including the recommendation of the visitors, will be considered at the 26 April 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	British Psychological Society
Name of programme(s)	Qualification in Counselling Psychology, Flexible
Date submission received	08 December 2017
Case reference	CAS-12282-C2J0G8

Contents

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

Executive Summary

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

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

Section 1: Our regulatory approach

Our standards

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

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

How we make our decisions

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

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

HCPC panel

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

Antony Ward	Practitioner psychologist - Counselling psychologist
Jacqueline Waterfield	Physiotherapist
Niall Gooch	HCPC executive

Section 2: Programme details

Programme name	Qualification in Counselling Psychology
Mode of study	FLX (Flexible)
Profession	Practitioner psychologist
Modality	Counselling psychologist
First intake	01 January 2004
Maximum learner cohort	Up to 100
Intakes per year	1
Assessment reference	AM07173

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

Section 3: Requirements to commence assessment

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

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

Section 4: Visitors’ recommendation

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

This report, including the recommendation of the visitors, will be considered at the 26 April 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC’s decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	British Psychological Society
Name of programme(s)	Qualification in Health Psychology (Stage 2), Flexible
Date submission received	04 April 2018
Case reference	CAS-12550-M9D0F2

Contents

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

Executive Summary

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

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

Section 1: Our regulatory approach

Our standards

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

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

How we make our decisions

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

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

HCPC panel

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

Antony Ward	Practitioner psychologist - Health psychologist
Kathryn Burgess	Radiographer - Therapeutic radiographer
Mandy Hargood	HCPC executive

Section 2: Programme details

Programme name	Qualification in Health Psychology (Stage 2)
Mode of study	FLX (Flexible)
Profession	Practitioner psychologist
Modality	Health psychologist
First intake	01 January 2001
Maximum learner cohort	Up to 50
Intakes per year	1
Assessment reference	AM07174

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

Section 3: Requirements to commence assessment

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

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

Section 4: Visitors’ recommendation

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

This report, including the recommendation of the visitors, will be considered at the 26 April 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC’s decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	Cardiff University
Name of programme(s)	Doctorate in Clinical Psychology (DClinPsy), Full time
Date of initial assessment	23 March 2018
Case reference	CAS-12379-N3W9V9

Contents

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

Executive Summary

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

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

Section 1: Our regulatory approach

Our standards

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

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

How we make our decisions

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

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

HCPC panel

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

Christine Stogdon	Social worker
Pavlo Kanellakis	Practitioner psychologist - Clinical psychologist
Jasmine Oduro-Bonsrah	HCPC executive

Section 2: Programme details

Programme name	Doctorate in Clinical Psychology (DClinPsy)
Mode of study	FT (Full time)
Profession	Practitioner psychologist
Modality	Clinical psychologist
First intake	01 January 1993
Maximum learner cohort	Up to 10
Intakes per year	1
Assessment reference	AM07182

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

Section 3: Requirements to commence assessment

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

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

Section 4: Visitors' recommendation

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

This report, including the recommendation of the visitors, will be considered at the 26 April 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	University of Chichester
Name of programme(s)	BA (Hons) Social Work, Full time
Date of initial assessment	23 March 2018
Case reference	CAS-12381-H6T7G7

Contents

Section 1: Our regulatory approach.....	2
Section 2: Programme details.....	2
Section 3: Requirements to commence assessment.....	3
Section 4: Outcome from first review.....	3
Section 5: Visitors' recommendation	7

Executive Summary

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

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

Section 1: Our regulatory approach

Our standards

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

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

How we make our decisions

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

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

HCPC panel

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

Anne Mackay	Social worker
Richard Barker	Social worker
Eloise O'Connell	HCPC executive

Section 2: Programme details

Programme name	BA (Hons) Social Work
Mode of study	FT (Full time)
Profession	Social worker in England
First intake	01 July 2003
Maximum learner cohort	Up to 50
Intakes per year	1
Assessment reference	AM07192

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

Section 3: Requirements to commence assessment

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

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

Section 4: Outcome from first review

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

Further evidence required

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

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

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

Reason: On review of the documentation, the visitors noted that 'section 2 – summary of last academic year' in the '2015- 16 Departmental Annual Monitoring Report' appears to be incomplete. Throughout this document, the visitors noted comments and questions had been inserted in red, and were not clear why this appears on a final document that is expected as part of this annual monitoring submission. In addition, in 'section 5 – programme action plans' document, the visitors were provided with two copies of 'Annual monitoring reporting period 2016 – 17' and were not provided with a report for 2015 – 16 period. From the information provided, the visitors could not determine that the education provider has effective monitoring and evaluation systems in place when the documentation provided is incomplete.

Suggested evidence: Evidence to demonstrate the education provider has complete documentation that demonstrates effective monitoring and evaluation systems are in place.

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

Reason: On review of the documentation, the visitors note that the SETs mapping document provided was incomplete. For some of the standards, the education provider has completed the section 'What was the change and how does the programme still meet the SET?' with 'No change', 'Not applicable' or 'Change of named person'. However, under this standard, the education provider has left the section blank. The education provider has provided a statement about how the programme did meet the SET, and provided additional documentation where this information can be found. However, as the education provider has not stated whether there has been a change or not, yet has provided additional information related to this standard, the visitors were not clear if the education provider has made a change to how the programme meets this standard.

Suggested evidence: Additional information to clarify whether changes have been made to how the programme meets this standard.

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

Reason: On review of the documentation, the visitors note that the SETs mapping document provided was incomplete. For some of the standards, the education provider has completed the section 'What was the change and how does the programme still meet the SET?' with 'No change', 'Not applicable' or 'Change of named person'. However, under this standard, the education provider has left the section blank. The education provider has provided a statement about how the programme did meet the SET, and provided additional documentation where this information can be found. However, as the education provider has not stated whether there has been a change or not, yet has provided additional information related to this standard, the visitors were not clear if the education provider has made a change to how the programme meets this standard.

Suggested evidence: Additional information to clarify whether changes have been made to how the programme meets this standard.

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

Reason: On review of the documentation, the visitors note that the SETs mapping document provided was incomplete. For some of the standards, the education provider has completed the section 'What was the change and how does the programme still meet the SET?' with 'No change', 'Not applicable' or 'Change of named person'. However, under this standard, the education provider has left the section blank. The education provider has provided a statement about how the programme did meet the SET, and provided additional documentation where this information can be found. However, as the education provider has not stated whether there has been a change or not, yet has provided additional information related to this standard, the visitors were

not clear if the education provider has made a change to how the programme meets this standard.

Suggested evidence: Additional information to clarify whether changes have been made to how the programme meets this standard.

4.2 The programme must reflect the philosophy, core values, skills and knowledge base as articulated in any relevant curriculum guidance.

Reason: On review of the documentation, the visitors note that the SETs mapping document provided was incomplete. For some of the standards, the education provider has completed the section 'What was the change and how does the programme still meet the SET?' with 'No change', 'Not applicable' or 'Change of named person'. However, under this standard, the education provider has left the section blank. The education provider has provided a statement about how the programme did meet the SET, and provided additional documentation where this information can be found. However, as the education provider has not stated whether there has been a change or not, yet has provided additional information related to this standard, the visitors were not clear if the education provider has made a change to how the programme meets this standard.

Suggested evidence: Additional information to clarify whether changes have been made to how the programme meets this standard.

4.3 Integration of theory and practice must be central to the curriculum.

Reason: On review of the documentation, the visitors note that the SETs mapping document provided was incomplete. For some of the standards, the education provider has completed the section 'What was the change and how does the programme still meet the SET?' with 'No change', 'Not applicable' or 'Change of named person'. However, under this standard, the education provider has left the section blank. The education provider has provided a statement about how the programme did meet the SET, and provided additional documentation where this information can be found. However, as the education provider has not stated whether there has been a change or not, yet has provided additional information related to this standard, the visitors were not clear if the education provider has made a change to how the programme meets this standard.

Suggested evidence: Additional information to clarify whether changes have been made to how the programme meets this standard.

4.4 The curriculum must remain relevant to current practice.

Reason: On review of the documentation, the visitors note that the SETs mapping document provided was incomplete. For some of the standards, the education provider has completed the section 'What was the change and how does the programme still meet the SET?' with 'No change', 'Not applicable' or 'Change of named person'. However, under this standard, the education provider has left the section blank. The education provider has provided a statement about how the programme did meet the SET, and provided additional documentation where this information can be found. However, as the education provider has not stated whether there has been a change or not, yet has provided additional information related to this standard, the visitors were

not clear if the education provider has made a change to how the programme meets this standard.

Suggested evidence: Additional information to clarify whether changes have been made to how the programme meets this standard.

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

Reason: On review of the documentation, the visitors note that the SETs mapping document provided was incomplete. For some of the standards, the education provider has completed the section 'What was the change and how does the programme still meet the SET?' with 'No change', 'Not applicable' or 'Change of named person'. However, under this standard, the education provider has left the section blank. The education provider has provided a statement about how the programme did meet the SET, and provided additional documentation where this information can be found. However, as the education provider has not stated whether there has been a change or not, yet has provided additional information related to this standard, the visitors were not clear if the education provider has made a change to how the programme meets this standard.

Suggested evidence: Additional information to clarify whether changes have been made to how the programme meets this standard.

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

Reason: On review of the documentation, the visitors note that the SETs mapping document provided was incomplete. For some of the standards, the education provider has completed the section 'What was the change and how does the programme still meet the SET?' with 'No change', 'Not applicable' or 'Change of named person'. However, under this standard, the education provider has left the section blank. The education provider has provided a statement about how the programme did meet the SET, and provided additional documentation where this information can be found. However, as the education provider has not stated whether there has been a change or not, yet has provided additional information related to this standard, the visitors were not clear if the education provider has made a change to how the programme meets this standard.

Suggested evidence: Additional information to clarify whether changes have been made to how the programme meets this standard.

4.7 The delivery of the programme must encourage evidence based practice.

Reason: On review of the documentation, the visitors note that the SETs mapping document provided was incomplete. For some of the standards, the education provider has completed the section 'What was the change and how does the programme still meet the SET?' with 'No change', 'Not applicable' or 'Change of named person'. However, under this standard, the education provider has left the section blank. The education provider has provided a statement about how the programme did meet the SET, and provided additional documentation where this information can be found. However, as the education provider has not stated whether there has been a change or

not, yet has provided additional information related to this standard, the visitors were not clear if the education provider has made a change to how the programme meets this standard.

Suggested evidence: Additional information to clarify whether changes have been made to how the programme meets this standard.

4.8 The range of learning and teaching approaches used must be appropriate to the effective delivery of the curriculum.

Reason: On review of the documentation, the visitors note that the SETs mapping document provided was incomplete. For some of the standards, the education provider has completed the section 'What was the change and how does the programme still meet the SET?' with 'No change', 'Not applicable' or 'Change of named person'. However, under this standard, the education provider has left the section blank. The education provider has provided a statement about how the programme did meet the SET, and provided additional documentation where this information can be found. However, as the education provider has not stated whether there has been a change or not, yet has provided additional information related to this standard, the visitors were not clear if the education provider has made a change to how the programme meets this standard.

Suggested evidence: Additional information to clarify whether changes have been made to how the programme meets this standard.

4.9 When there is interprofessional learning the profession-specific skills and knowledge of each professional group must be adequately addressed.

Reason: On review of the documentation, the visitors note that the SETs mapping document provided was incomplete. For some of the standards, the education provider has completed the section 'What was the change and how does the programme still meet the SET?' with 'No change', 'Not applicable' or 'Change of named person'. However, under this standard, the education provider has left the section blank. The education provider has provided a statement about how the programme did meet the SET, and provided additional documentation where this information can be found. However, as the education provider has not stated whether there has been a change or not, yet has provided additional information related to this standard, the visitors were not clear if the education provider has made a change to how the programme meets this standard.

Suggested evidence: Additional information to clarify whether changes have been made to how the programme meets this standard.

Section 5: Visitors' recommendation

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

This report, including the recommendation of the visitors, will be considered at the 26 April 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	University of Chichester
Name of programme(s)	MA Social Work, Full time
Date of initial assessment	23 March 2018
Case reference	CAS-12313-N4M4Z0

Contents

Section 1: Our regulatory approach.....	2
Section 2: Programme details.....	2
Section 3: Requirements to commence assessment.....	3
Section 4: Outcome from first review.....	3
Section 5: Visitors' recommendation	7

Executive Summary

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

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

Section 1: Our regulatory approach

Our standards

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

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

How we make our decisions

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

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

HCPC panel

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

Anne Mackay	Social worker
Richard Barker	Social worker
Eloise O'Connell	HCPC executive

Section 2: Programme details

Programme name	MA Social Work
Mode of study	FT (Full time)
Profession	Social worker in England
First intake	01 September 2014
Maximum learner cohort	Up to 20
Intakes per year	1
Assessment reference	AM07193

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

Section 3: Requirements to commence assessment

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

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

Section 4: Outcome from first review

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

Further evidence required

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

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

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

Reason: On review of the documentation, the visitors noted that 'section 2 – summary of last academic year' in the '2015- 16 Departmental Annual Monitoring Report' appears to be incomplete. Throughout this document, the visitors noted comments and questions had been inserted in red, and were not clear why this appears on a final document that is expected as part of this annual monitoring submission. In addition, in 'section 5 – programme action plans' document, the visitors were provided with two copies of 'Annual monitoring reporting period 2016 – 17' and were not provided with a report for 2015 – 16 period. From the information provided, the visitors could not determine that the education provider has effective monitoring and evaluation systems in place when the documentation provided is incomplete.

Suggested evidence: Evidence to demonstrate the education provider has complete documentation that demonstrates effective monitoring and evaluation systems are in place.

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

Reason: On review of the documentation, the visitors note that the SETs mapping document provided was incomplete. For some of the standards, the education provider has completed the section 'What was the change and how does the programme still meet the SET?' with 'No change', 'Not applicable' or 'Change of named person'. However, under this standard, the education provider has left the section blank. The education provider has provided a statement about how the programme did meet the SET, and provided additional documentation where this information can be found. However, as the education provider has not stated whether there has been a change or not, and has provided additional information related to this standard, the visitors were not clear if the education provider has made a change to how the programme meets this standard.

Suggested evidence: Additional information to clarify whether changes have been made to how the programme meets this standard.

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

Reason: On review of the documentation, the visitors note that the SETs mapping document provided was incomplete. For some of the standards, the education provider has completed the section 'What was the change and how does the programme still meet the SET?' with 'No change', 'Not applicable' or 'Change of named person'. However, under this standard, the education provider has left the section blank. The education provider has provided a statement about how the programme did meet the SET, and provided additional documentation where this information can be found. However, as the education provider has not stated whether there has been a change or not, yet has provided additional information related to this standard, the visitors were not clear if the education provider has made a change to how the programme meets this standard.

Suggested evidence: Additional information to clarify whether changes have been made to how the programme meets this standard.

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

Reason: On review of the documentation, the visitors note that the SETs mapping document provided was incomplete. For some of the standards, the education provider has completed the section 'What was the change and how does the programme still meet the SET?' with 'No change', 'Not applicable' or 'Change of named person'. However, under this standard, the education provider has left the section blank. The education provider has provided a statement about how the programme did meet the SET, and provided additional documentation where this information can be found. However, as the education provider has not stated whether there has been a change or not, yet has provided additional information related to this standard, the visitors were

not clear if the education provider has made a change to how the programme meets this standard.

Suggested evidence: Additional information to clarify whether changes have been made to how the programme meets this standard.

4.2 The programme must reflect the philosophy, core values, skills and knowledge base as articulated in any relevant curriculum guidance.

Reason: On review of the documentation, the visitors note that the SETs mapping document provided was incomplete. For some of the standards, the education provider has completed the section 'What was the change and how does the programme still meet the SET?' with 'No change', 'Not applicable' or 'Change of named person'. However, under this standard, the education provider has left the section blank. The education provider has provided a statement about how the programme did meet the SET, and provided additional documentation where this information can be found. However, as the education provider has not stated whether there has been a change or not, yet has provided additional information related to this standard, the visitors were not clear if the education provider has made a change to how the programme meets this standard.

Suggested evidence: Additional information to clarify whether changes have been made to how the programme meets this standard.

4.3 Integration of theory and practice must be central to the curriculum.

Reason: On review of the documentation, the visitors note that the SETs mapping document provided was incomplete. For some of the standards, the education provider has completed the section 'What was the change and how does the programme still meet the SET?' with 'No change', 'Not applicable' or 'Change of named person'. However, under this standard, the education provider has left the section blank. The education provider has provided a statement about how the programme did meet the SET, and provided additional documentation where this information can be found. However, as the education provider has not stated whether there has been a change or not, yet has provided additional information related to this standard, the visitors were not clear if the education provider has made a change to how the programme meets this standard.

Suggested evidence: Additional information to clarify whether changes have been made to how the programme meets this standard.

4.4 The curriculum must remain relevant to current practice.

Reason: On review of the documentation, the visitors note that the SETs mapping document provided was incomplete. For some of the standards, the education provider has completed the section 'What was the change and how does the programme still meet the SET?' with 'No change', 'Not applicable' or 'Change of named person'. However, under this standard, the education provider has left the section blank. The education provider has provided a statement about how the programme did meet the SET, and provided additional documentation where this information can be found. However, as the education provider has not stated whether there has been a change or not, yet has provided additional information related to this standard, the visitors were

not clear if the education provider has made a change to how the programme meets this standard.

Suggested evidence: Additional information to clarify whether changes have been made to how the programme meets this standard.

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

Reason: On review of the documentation, the visitors note that the SETs mapping document provided was incomplete. For some of the standards, the education provider has completed the section 'What was the change and how does the programme still meet the SET?' with 'No change', 'Not applicable' or 'Change of named person'. However, under this standard, the education provider has left the section blank. The education provider has provided a statement about how the programme did meet the SET, and provided additional documentation where this information can be found. However, as the education provider has not stated whether there has been a change or not, yet has provided additional information related to this standard, the visitors were not clear if the education provider has made a change to how the programme meets this standard.

Suggested evidence: Additional information to clarify whether changes have been made to how the programme meets this standard.

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

Reason: On review of the documentation, the visitors note that the SETs mapping document provided was incomplete. For some of the standards, the education provider has completed the section 'What was the change and how does the programme still meet the SET?' with 'No change', 'Not applicable' or 'Change of named person'. However, under this standard, the education provider has left the section blank. The education provider has provided a statement about how the programme did meet the SET, and provided additional documentation where this information can be found. However, as the education provider has not stated whether there has been a change or not, yet has provided additional information related to this standard, the visitors were not clear if the education provider has made a change to how the programme meets this standard.

Suggested evidence: Additional information to clarify whether changes have been made to how the programme meets this standard.

4.7 The delivery of the programme must encourage evidence based practice.

Reason: On review of the documentation, the visitors note that the SETs mapping document provided was incomplete. For some of the standards, the education provider has completed the section 'What was the change and how does the programme still meet the SET?' with 'No change', 'Not applicable' or 'Change of named person'. However, under this standard, the education provider has left the section blank. The education provider has provided a statement about how the programme did meet the SET, and provided additional documentation where this information can be found. However, as the education provider has not stated whether there has been a change or

not, yet has provided additional information related to this standard, the visitors were not clear if the education provider has made a change to how the programme meets this standard.

Suggested evidence: Additional information to clarify whether changes have been made to how the programme meets this standard.

4.8 The range of learning and teaching approaches used must be appropriate to the effective delivery of the curriculum.

Reason: On review of the documentation, the visitors note that the SETs mapping document provided was incomplete. For some of the standards, the education provider has completed the section 'What was the change and how does the programme still meet the SET?' with 'No change', 'Not applicable' or 'Change of named person'. However, under this standard, the education provider has left the section blank. The education provider has provided a statement about how the programme did meet the SET, and provided additional documentation where this information can be found. However, as the education provider has not stated whether there has been a change or not, yet has provided additional information related to this standard, the visitors were not clear if the education provider has made a change to how the programme meets this standard.

Suggested evidence: Additional information to clarify whether changes have been made to how the programme meets this standard.

4.9 When there is interprofessional learning the profession-specific skills and knowledge of each professional group must be adequately addressed.

Reason: On review of the documentation, the visitors note that the SETs mapping document provided was incomplete. For some of the standards, the education provider has completed the section 'What was the change and how does the programme still meet the SET?' with 'No change', 'Not applicable' or 'Change of named person'. However, under this standard, the education provider has left the section blank. The education provider has provided a statement about how the programme did meet the SET, and provided additional documentation where this information can be found. However, as the education provider has not stated whether there has been a change or not, yet has provided additional information related to this standard, the visitors were not clear if the education provider has made a change to how the programme meets this standard.

Suggested evidence: Additional information to clarify whether changes have been made to how the programme meets this standard.

Section 5: Visitors' recommendation

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

This report, including the recommendation of the visitors, will be considered at the 26 April 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	Cardiff Metropolitan University
Name of programme(s)	BSc (Hons) Healthcare Science (Blood Sciences), Full time BSc (Hons) Healthcare Science (Cellular Sciences), Full time BSc (Hons) Healthcare Science (Genetic Sciences), Full time BSc (Hons) Healthcare Science (Infection Sciences), Full time
Date of initial assessment	19 March 2018
Case reference	CAS-12383-N1K5Q7

Contents

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

Executive Summary

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

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

Section 1: Our regulatory approach

Our standards

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

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

How we make our decisions

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

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

HCPC panel

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

Pradeep Agrawal	Biomedical scientist
Helen White	Radiographer - Therapeutic radiographer
Amal Hussein	HCPC executive

Section 2: Programme details

Programme name	BSc (Hons) Healthcare Science (Blood Sciences)
Mode of study	FT (Full time)
Profession	Biomedical scientist
First intake	01 September 2013
Maximum learner cohort	Up to 7
Intakes per year	1
Assessment reference	AM07202

Programme name	BSc (Hons) Healthcare Science (Cellular Sciences)
Mode of study	FT (Full time)
Profession	Biomedical scientist

First intake	01 September 2013
Maximum learner cohort	Up to 7
Intakes per year	1
Assessment reference	AM07204

Programme name	BSc (Hons) Healthcare Science (Genetic Sciences)
Mode of study	FT (Full time)
Profession	Biomedical scientist
First intake	01 September 2013
Maximum learner cohort	Up to 7
Intakes per year	1
Assessment reference	AM07205

Programme name	BSc (Hons) Healthcare Science (Infection Sciences)
Mode of study	FT (Full time)
Profession	Biomedical scientist
First intake	01 September 2013
Maximum learner cohort	Up to 7
Intakes per year	1
Assessment reference	AM07206

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

Section 3: Requirements to commence assessment

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

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

Responses to external examiner reports from the last two years	Yes
--	-----

Section 4: Visitors' recommendation

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

This report, including the recommendation of the visitors, will be considered at the 26 April 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	Glasgow Caledonian University
Name of programme(s)	BSc in Operating Department Practice, Full time
Date of initial assessment	23 March 2018
Case reference	CAS-12321-L6M2P8

Contents

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

Executive Summary

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

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

Section 1: Our regulatory approach

Our standards

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

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

How we make our decisions

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

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

HCPC panel

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

Angela Ariu	Occupational therapist
David Bevan	Operating department practitioner
Amal Hussein	HCPC executive

Section 2: Programme details

Programme name	BSc in Operating Department Practice
Mode of study	FT (Full time)
Profession	Operating department practitioner
First intake	01 September 2012
Maximum learner cohort	Up to 20
Intakes per year	1
Assessment reference	AM07257

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

Section 3: Requirements to commence assessment

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

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

Section 4: Visitors' recommendation

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

This report, including the recommendation of the visitors, will be considered at the 26 April 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	University of Gloucestershire
Name of programme(s)	BSc (Hons) Social Work, Full time
Date of initial assessment	23 March 2018
Case reference	CAS-12329-W4M3K2

Contents

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

Executive Summary

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

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

Section 1: Our regulatory approach

Our standards

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

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

How we make our decisions

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

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

HCPC panel

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

Anne Mackay	Social worker
Richard Barker	Social worker
Eloise O'Connell	HCPC executive

Section 2: Programme details

Programme name	BSc (Hons) Social Work
Mode of study	FT (Full time)
Profession	Social worker in England
First intake	01 June 2003
Maximum learner cohort	Up to 50
Intakes per year	1
Assessment reference	AM07269

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

Section 3: Requirements to commence assessment

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

Required documentation	Submitted	Reason(s) for non-submission
HCPC annual monitoring audit form, including completed standards mapping	Yes	
Internal quality reports from the last two years	Yes	
External examiner reports from the last two years	Yes	
Responses to external examiner reports from the last two years	No	The education provider has not provided a response to the external examiners report for 2015 / 16 as the Academic subject lead was absent through sickness from September 2016 to January 2017. A retrospective response to the external examiner report 2015 / 16 is available.

Section 4: Visitors' recommendation

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

This report, including the recommendation of the visitors, will be considered at the 26 April 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	Goldsmiths, University of London
Name of programme(s)	MA in Social Work, Full time
Date of initial assessment	23 March 2018
Case reference	CAS-12353-Z9W6V3

Contents

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

Executive Summary

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

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

Section 1: Our regulatory approach

Our standards

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

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

How we make our decisions

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

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

HCPC panel

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

Anne Mackay	Social worker
Richard Barker	Social worker
Eloise O'Connell	HCPC executive

Section 2: Programme details

Programme name	MA in Social Work
Mode of study	FT (Full time)
Profession	Social worker in England
First intake	01 August 2003
Maximum learner cohort	Up to 35
Intakes per year	1
Assessment reference	AM07277

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

Section 3: Requirements to commence assessment

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

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

Section 4: Visitors' recommendation

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

This report, including the recommendation of the visitors, will be considered at the 26 April 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	Heart of Worcestershire College
Validating body	Birmingham City University
Name of programme(s)	BA (Hons) Social Work, Full time
Date of initial assessment	23 March 2018
Case reference	CAS-12389-J4D4S5

Contents

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

Executive Summary

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

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

Section 1: Our regulatory approach

Our standards

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

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

How we make our decisions

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

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

HCPC panel

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

Christine Stogdon	Social worker
Pavlo Kanellakis	Practitioner psychologist - Clinical psychologist
Jasmine Oduro-Bonsrah	HCPC executive

Section 2: Programme details

Programme name	BA (Hons) Social Work
Mode of study	FT (Full time)
Profession	Social worker in England
First intake	01 October 2015
Maximum learner cohort	Up to 30
Intakes per year	1
Assessment reference	AM07279

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

Section 3: Requirements to commence assessment

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

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

Section 4: Visitors' recommendation

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

This report, including the recommendation of the visitors, will be considered at the 26 April 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	London South Bank University
Name of programme(s)	Postgraduate Certificate in Non-Medical Prescribing, Part time, Supplementary to Independent Prescribing Conversion (for PH, CH & TRad), Part time, Postgraduate Certificate in Non-medical Prescribing, Part time
Date of initial assessment	13 February 2018
Case reference	CAS-12343-G2Y1T1

Contents

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

Executive Summary

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

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

Section 1: Our regulatory approach

Our standards

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

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

How we make our decisions

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

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

HCPC panel

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

Matthew Catterall	Paramedic
Rosemary Furner	Independent prescriber
Eloise O'Connell	HCPC executive

Section 2: Programme details

Programme name	Postgraduate Certificate in Non-Medical Prescribing
Mode of study	PT (Part time)
Entitlement	Supplementary prescribing
First intake	01 January 2014
Maximum learner cohort	Up to 45
Intakes per year	3
Assessment reference	AM07309

Programme name	Supplementary to Independent Prescribing Conversion (for PH, CH & TRad)
Mode of study	PT (Part time)

Entitlement	Independent prescribing
First intake	01 September 2016
Maximum learner cohort	Up to 20
Intakes per year	4
Assessment reference	AM07314

Programme name	Postgraduate Certificate in Non-medical Prescribing
Mode of study	PT (Part time)
Entitlement	Independent prescribing
First intake	01 September 2006
Maximum learner cohort	Up to 30
Intakes per year	1
Assessment reference	AM07321

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

Section 3: Requirements to commence assessment

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

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

Section 4: Outcome from first review

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

Further evidence required

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

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

C.2 The programme must reflect the philosophy, core values, skills and knowledge base as articulated in any relevant curriculum guidance.

Reason: The education provider has previously mentioned mapping of the curriculum to the Royal Pharmaceutical Society (RPS) Competency Framework for all Prescribers. The visitors note that the RPS prescribing framework was updated in July 2016. From the information provided, the visitors were not clear whether the education provider has mapped the learning outcomes to the revised RPS competency framework. Therefore, the visitors require further evidence to determine how the programmes continue to reflect the philosophy, core values, skills and knowledge based as articulated in any relevant curriculum guidance, such as the revised RPS competency framework for all prescribers.

Suggested evidence: Evidence to demonstrate that the programmes continue to meet this standard, with respect to relevant guidance.

Section 5: Visitors' recommendation

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

This report, including the recommendation of the visitors, will be considered at the 26 April 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	London South Bank University
Name of programme(s)	BSc (Hons) Diagnostic Radiography, Part time BSc (Hons) Diagnostic Radiography, Full time
Date of initial assessment	13 February 2018
Case reference	CAS-12360-R8N5C7

Contents

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

Executive Summary

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

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

Section 1: Our regulatory approach

Our standards

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

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

How we make our decisions

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

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

HCPC panel

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

Ruth Ashbee	Clinical scientist
Stephen Boynes	Radiographer - Diagnostic radiographer
Amal Hussein	HCPC executive

Section 2: Programme details

Programme name	BSc (Hons) Diagnostic Radiography
Mode of study	PT (Part time)
Profession	Radiographer
Modality	Diagnostic radiographer
First intake	01 September 2007
Maximum learner cohort	Up to 67
Intakes per year	1
Assessment reference	AM07317

Programme name	BSc (Hons) Diagnostic Radiography
Mode of study	FT (Full time)

Profession	Radiographer
Modality	Diagnostic radiographer
First intake	01 September 2007
Maximum learner cohort	Up to 67
Intakes per year	1
Assessment reference	AM07318

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

Section 3: Requirements to commence assessment

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

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

Section 4: Outcome from first review

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

Further evidence required

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

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

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

Reason: From a review of the internal document (2016–17), the visitors noted that there has been a number of staff leave the programme and that ‘existing staff are trying to fill in the gaps’. Although HCPC does not prescribe a staff-to-student ratio, the visitors had concerns that a significant number of staff have left the programme. From the information provided the visitors were unable to make a judgement that there is an appropriate number of staff in place to deliver the programme effectively especially, considering the difficulties mentioned in the internal quality report such as lack of resources. In addition, the visitors were unable to determine whether the staff that left the programme have been replaced to ensure that there continues to be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.

Suggested evidence: Further information on whether the staff members that left have been replaced, as well as information to demonstrate that there is an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.

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

Reason: From a review of the internal document (2016–17), the visitors noted that there has been a number of staff leave the programme and that ‘existing staff are trying to fill in the gaps’. In scrutinising the evidence, the visitors were unable to determine whether the staff that have left have been replaced and if they have, the visitors were not provided with any information as to who these new members of staff are and / or any information to determine whether these new members of staff are appropriately qualified to deliver this programme. The visitors are therefore, unable to make a judgement whether subject areas continue to be taught by staff with relevant specialist expertise and knowledge. In order for this standard to continue to be met, the visitors require further information of the specialist expertise and knowledge for the staff in place for this programme.

Suggested evidence: Further information to determine that subject areas are taught by staff with specialist expertise and knowledge.

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

Reason: The internal quality monitoring document (2016–17) highlights concerns around the resources in place to support students for this programme. Administrative support and staff resignations are referenced as having a big impact on student experience. The visitors noted in the internal quality monitoring document (2015–16) that students have been frustrated with lack of ‘administrative / staff support’ and ‘response to queries from staff’. The document states that this is impacting negatively on student experience and has impacted contact time with students. However, the visitors could find no further information as to the actions taken to mitigate against these issues in future, and ensure the effective use of the resources available in supporting learning.

Suggested evidence: Further information on the actions taken in response to the issues identified in the internal quality monitoring document (2015–16).

Section 5: Visitors' recommendation

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

This report, including the recommendation of the visitors, will be considered at the 26 April 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	Northumbria University at Newcastle
Name of programme(s)	BSc (Hons) Applied Biomedical Science (Sandwich), Full time
Date of initial assessment	19 March 2018
Case reference	CAS-12442-X0F9R6

Contents

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

Executive Summary

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

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

Section 1: Our regulatory approach

Our standards

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

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

How we make our decisions

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

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

HCPC panel

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

Karen Harrison	Physiotherapist
Pradeep Agrawal	Biomedical scientist
Amal Hussein	HCPC executive

Section 2: Programme details

Programme name	BSc (Hons) Applied Biomedical Science (Sandwich)
Mode of study	FT (Full time)
Profession	Biomedical scientist
First intake	01 March 2012
Maximum learner cohort	Up to 10
Intakes per year	1
Assessment reference	AM07338

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

Section 3: Requirements to commence assessment

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

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

Section 4: Visitors' recommendation

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

This report, including the recommendation of the visitors, will be considered at the 26 April 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	Northumbria University at Newcastle
Name of programme(s)	MSc Physiotherapy, Full time
Date of initial assessment	19 March 2018
Case reference	CAS-12390-W8B0D0

Contents

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

Executive Summary

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

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

Section 1: Our regulatory approach

Our standards

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

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

How we make our decisions

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

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

HCPC panel

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

Karen Harrison	Physiotherapist
Pradeep Agrawal	Biomedical scientist
Amal Hussein	HCPC executive

Section 2: Programme details

Programme name	MSc Physiotherapy
Mode of study	FT (Full time)
Profession	Physiotherapist
First intake	01 January 2004
Maximum learner cohort	Up to 15
Intakes per year	1
Assessment reference	AM07339

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

Section 3: Requirements to commence assessment

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

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

Section 4: Visitors' recommendation

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

This report, including the recommendation of the visitors, will be considered at the 26 April 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	Northumbria University at Newcastle
Name of programme(s)	BSc (Hons) Physiotherapy, Full time
Date of initial assessment	19 March 2018
Case reference	CAS-12377-N1R1R3

Contents

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

Executive Summary

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

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

Section 1: Our regulatory approach

Our standards

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

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

How we make our decisions

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

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

HCPC panel

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

Karen Harrison	Physiotherapist
Pradeep Agrawal	Biomedical scientist
Amal Hussein	HCPC executive

Section 2: Programme details

Programme name	BSc (Hons) Physiotherapy
Mode of study	FT (Full time)
Profession	Physiotherapist
First intake	01 September 1995
Maximum learner cohort	Up to 65
Intakes per year	1
Assessment reference	AM07340

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

Section 3: Requirements to commence assessment

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

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

Section 4: Visitors' recommendation

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

This report, including the recommendation of the visitors, will be considered at the 26 April 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	Northumbria University at Newcastle
Name of programme(s)	Diploma of Higher Education Operating Department Practice, Full time
[Date of initial assessment	23 March 2018
Case reference	CAS-12378-S3F8P6

Contents

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

Executive Summary

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

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

Section 1: Our regulatory approach

Our standards

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

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

How we make our decisions

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

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

HCPC panel

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

Angela Ariu	Occupational therapist
David Bevan	Operating department practitioner
Amal Hussein	HCPC executive

Section 2: Programme details

Programme name	Diploma of Higher Education Operating Department Practice
Mode of study	FT (Full time)
Profession	Operating department practitioner
First intake	01 September 2001
Maximum learner cohort	Up to 25
Intakes per year	1
Assessment reference	AM07344

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

Section 3: Requirements to commence assessment

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

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

Section 4: Visitors' recommendation

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

This report, including the recommendation of the visitors, will be considered at the 26 April 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	Northumbria University at Newcastle
Name of programme(s)	BSc (Hons) Applied Biomedical Science, Full time BSc (Hons) Applied Biomedical Science, Part time
Date of initial assessment	19 March 2018
Case reference	CAS-12392-K4Y0D8

Contents

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

Executive Summary

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

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

Section 1: Our regulatory approach

Our standards

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

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

How we make our decisions

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

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

HCPC panel

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

Karen Harrison	Physiotherapist
Pradeep Agrawal	Biomedical scientist
Amal Hussein	HCPC executive

Section 2: Programme details

Programme name	BSc (Hons) Applied Biomedical Science
Mode of study	FT (Full time)
Profession	Biomedical scientist
First intake	01 September 2007
Maximum learner cohort	Up to 10
Intakes per year	1
Assessment reference	AM07346

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

Maximum learner cohort	Up to 10
Intakes per year	1
Assessment reference	AM07347

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

Section 3: Requirements to commence assessment

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

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

Section 4: Visitors' recommendation

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

This report, including the recommendation of the visitors, will be considered at the 26 April 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	Outreach Rescue Medic Skills
Validating body	The Robert Gordon University
Name of programme(s)	Diploma of Higher Education Paramedic Practice - Remote and Hazardous Environments, PT (Part time)
Date of initial assessment	13 February 2018
Case reference	CAS-12382-Q6X0L9

Contents

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

Executive Summary

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

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

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

Section 1: Our regulatory approach

Our standards

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

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

How we make our decisions

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

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

HCPC panel

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

Matthew Catterall	Paramedic
Rosemary Furner	Independent prescriber
Eloise O'Connell	HCPC executive

Section 2: Programme details

Programme name	Diploma of Higher Education Paramedic Practice - Remote and Hazardous Environments
Mode of study	PT (Part time)
Profession	Paramedic
First intake	01 May 2017
Maximum learner cohort	Up to 45
Intakes per year	3
Assessment reference	AM07355

The programme was approved in December 2016, there have been no learners enrolled on the programme since it has been approved. We undertook this assessment to consider whether the programme continued to meet our standards over the 2016-17

academic year. This assessment formed part of our regular monitoring required of programmes on a cyclical basis.

Section 3: Requirements to commence assessment

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

Required documentation	Submitted	Reason(s) for non-submission
HCPC annual monitoring audit form, including completed standards mapping	Yes	
Internal quality reports from the last two years	No	The programme was approved in December 2016, however there have been no learners enrolled on the programme. The first cohort is due to commence in May 2018.
External examiner reports from the last two years	No	As above
Responses to external examiner reports from the last two years	No	As above

Section 4: Outcome from first review

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

Further evidence required

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

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

3.1 The programme must have a secure place in the education provider's business plan.

Reason: The programme was first approved in December 2016, which allowed for a first cohort intake in May 2017. The education provider has informed the HCPC that the programme has not yet run and the first learner cohort is due to commence in May

2018. The education provider has not provided an explanation as to why the programme has not run in the 2016-17 academic year. As such, the visitors could not determine if the programme is financially viable if it has not run in the last year. Therefore, the visitors could not determine if the programme continues to have a secure place in the education provider's business plan.

Suggested evidence: Evidence to demonstrate how the programme continues to have a secure place in the education provider's business plan.

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

Reason: The programme was first approved in December 2016, which allowed for a first cohort intake in May 2017. The education provider has informed the HCPC that the programme has not yet run and the first learner cohort is due to commence in May 2018. As the programme has been approved since December 2016, the education provider was asked to submit the external examiner reports and responses, and the internal quality reports for the 2016-17 academic year since it has been approved during this time. The education provider has not provided any external examiner reports and responses with an explanation that as the programme has not started or completed a cycle, the programme has not been submitted to the external examiner for examination. However, as the programme has been approved since December 2016 the visitors could not determine how the education provider continues to meet this standard if there has not been monitoring or evaluation in the past year. As such, the visitors require more information on the regular monitoring and evaluation systems that are in place in order to make a judgement that this standard continues to be met.

Suggested evidence: Evidence that the programme continues to have regular monitoring and evaluation systems in place when there are no learners on the programme.

4.4 The curriculum must remain relevant to current practice.

Reason: The programme was first approved in December 2016, which allowed for a first cohort intake in May 2017. The education provider has informed the HCPC that the programme has not yet run and the first learner cohort is due to commence in May 2018. The education provider has not noted any changes to the curriculum or provided any information related to SET 4. As such, the visitors could not determine whether the curriculum continues to remain relevant to current practice since its approval in December 2016. Therefore, the visitors require more information on how the education provider ensures that the curriculum for the programme continues to remain relevant to current practice.

Suggested evidence: Evidence that demonstrates how the education provider ensures the curriculum remains relevant to current practice.

5.10 There must be regular and effective collaboration between the education provider and the practice placement provider.

Reason: The programme was first approved in December 2016, which allowed for a first cohort intake in May 2017. The education provider has informed the HCPC that the programme has not yet run and the first learner cohort is due to commence in May

2018. The education provider has not provided an explanation as to why the programme has not run in the 2016-17 academic year. As such, the visitors could not determine what arrangements are in place to continue regular and effective collaboration between the education provider and the practice placement provider. Therefore, the visitors require more information on the continued collaboration between the education provider and the practice placement provider.

Suggested evidence: Evidence on how the education provider continues to have regular and effective collaboration with the practice placement provider.

Section 5: Visitors' recommendation

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

This report, including the recommendation of the visitors, will be considered at the 26 April 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

Section 6: Future considerations for the programme(s)

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

On review of the additional information provided, the visitors were satisfied that the education provider continues to meet the standards, considering that this programme has not yet run. The visitors note that the education provider has demonstrated effective monitoring and evaluation of another programme that has learners currently enrolled. However, as the education provider has been unable to provide evidence of the monitoring and evaluation processes for the approved programme that has not run, the visitors note this should be scrutinised through future HCPC monitoring processes. The visitors who next review the programme will need to consider the ongoing suitability of the programme, if there have been no learners enrolled when the programme is next considered through HCPC monitoring processes. Therefore, the education provider will need to consider how they will continue to meet the standards when the programme is running, and how they will demonstrate the ongoing suitability and viability of the programme if they do not enrol learners.

HCPC annual monitoring process report

Education provider	University of Plymouth
Name of programme(s)	Supplementary Prescribing, Part time, Non-Medical Prescribing IP and SP for Designated AHPs (PHs and CHs) level 6, Part time, Non-Medical Prescribing IP and SP for Designated AHPs (PHs and CHs) level 7, Part time, Supplementary Prescribing to Independent Prescribing Level 6, Part time, Supplementary Prescribing to Independent Prescribing Level 7, Part time
Date of initial assessment	13 February 2018
Case reference	CAS-12398-V7B8N6

Contents

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

Executive Summary

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

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

Section 1: Our regulatory approach

Our standards

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

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

How we make our decisions

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

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

HCPC panel

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

Matthew Catterall	Paramedic
Rosemary Furner	Independent prescriber
Eloise O'Connell	HCPC executive

Section 2: Programme details

Programme name	Supplementary Prescribing
Mode of study	PT (Part time)
Entitlement	Supplementary prescribing
First intake	01 September 2006
Maximum learner cohort	Up to 60
Intakes per year	2
Assessment reference	AM07366

Programme name	Non-Medical Prescribing IP and SP for Designated AHPs (PHs and CHs) level 6
Mode of study	PT (Part time)

Entitlement	Independent prescribing Supplementary prescribing
First intake	01 January 2014
Maximum learner cohort	Up to 10
Intakes per year	2
Assessment reference	AM07370

Programme name	Non-Medical Prescribing IP and SP for Designated AHPs (PHs and CHs) level 7
Mode of study	PT (Part time)
Entitlement	Independent prescribing Supplementary prescribing
First intake	01 January 2014
Maximum learner cohort	Up to 10
Intakes per year	2
Assessment reference	AM07372

Programme name	Supplementary Prescribing to Independent Prescribing Level 6
Mode of study	PT (Part time)
Entitlement	Independent prescribing
First intake	01 January 2014
Maximum learner cohort	Up to 10
Intakes per year	2
Assessment reference	AM07375

Programme name	Supplementary Prescribing to Independent Prescribing Level 7
Mode of study	PT (Part time)
Entitlement	Independent prescribing
First intake	01 January 2014
Maximum learner cohort	Up to 10
Intakes per year	2
Assessment reference	AM07376

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

Section 3: Requirements to commence assessment

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

we need to consider whether we can proceed with the assessment. In this case, we decided that we were able to undertake our assessment with the evidence provided.

Required documentation	Submitted	Reason(s) for non-submission
HCPC annual monitoring audit form, including completed standards mapping	Yes	
Internal quality reports from the last two years	Yes	
External examiner reports from the last two years	No	The education provider does not have external examiner responses or responses for the 2015 –16 year as there were no learners enrolled for the 2015 –16 year.
Responses to external examiner reports from the last two years	No	

Section 4: Outcome from first review

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

Further evidence required

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

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

C.2 The programme must reflect the philosophy, core values, skills and knowledge base as articulated in any relevant curriculum guidance.

Reason: The education provider has previously mentioned mapping of the curriculum to the Royal Pharmaceutical Society (RPS) Competency Framework for all Prescribers. The visitors note that the RPS prescribing framework was updated in July 2016. From the information provided, the visitors were not clear whether the education provider has mapped the learning outcomes to the revised RPS competency framework. Therefore, the visitors require further evidence to determine how the programmes continue to reflect the philosophy, core values, skills and knowledge based as articulated in any relevant curriculum guidance, such as the revised RPS competency framework for all prescribers.

Suggested evidence: Evidence to demonstrate that the programmes continue to meet this standard, with respect to relevant guidance.

Section 5: Visitors' recommendation

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

This report, including the recommendation of the visitors, will be considered at the 26 April 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	Queen Margaret University
Name of programme(s)	MSc Art Psychotherapy (International), Full time MSc Art Psychotherapy (International), Part time
Date of initial assessment	16 January 2018
Case reference	CAS-12462-L5L0T0

Contents

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

Executive Summary

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

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

Section 1: Our regulatory approach

Our standards

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

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

How we make our decisions

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

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

HCPC panel

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

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

Section 2: Programme details

Programme name	MSc Art Psychotherapy (International)
Mode of study	FT (Full time)
Profession	Arts therapist
Modality	Art therapist
First intake	01 September 2010
Maximum learner cohort	Up to 30
Intakes per year	1
Assessment reference	AM07378

Programme name	MSc Art Psychotherapy (International)
Mode of study	PT (Part time)
Profession	Arts therapist
Modality	Art therapist
First intake	01 September 2010
Maximum learner cohort	Up to 30
Intakes per year	1
Assessment reference	AM07379

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

Section 3: Requirements to commence assessment

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

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

Section 4: Outcome from first review

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

Further evidence required

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

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

3.2 The programme must be effectively managed.

Reason: The visitors reviewed the external examiner's reports. In the 2016-17 report the external examiner noted that both learners and programme staff had expressed concerns about staffing levels, professional development and the management of the programme. The report says that staff found it "difficult to keep up with the work load, especially with regard to placement allocation, placement supervisor auditing and the lecturing timetable". The external examiner was also uncertain about "how staff are supported" and stressed to the education provider "the necessity of [staff] having the ability to attend regular supervision and team meetings in order to aid communication and work load allocation." In light of this, and noting the other concerns about the programme organisation mentioned in this report, the visitors were not clear that the programme was being effectively managed

Suggested evidence: Further evidence showing how the education provider ensures that the programme is effectively managed.

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

The visitors reviewed the external examiner's reports, from which they were aware that the external examiners had raised a number of issues about the programme (see the other requests for further information in this report, under the following standards of education and training: 3.2, 3.5, 3.7, 3.8 and 3.10). They also noted the external examiner's comment that some of these issues have been raised before, in past external examiner reports, and do not appear to have been appropriately addressed. They were therefore unable to be satisfied that programme staff reliably acted on the information gathered through monitoring and evaluation systems, and so were not sure that the standard was met.

Suggested evidence: Further evidence demonstrating that feedback from monitoring and evaluation is appropriately responded to by staff.

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

Reason: The visitors reviewed the external examiner's reports. In the 2016-17 report the external examiner noted that both learners and programme staff had expressed concerns about staffing levels. The report adds that staff found it "difficult to keep up with the work load, especially with regard to placement allocation, placement supervisor auditing and the lecturing timetable". It was not clear from the education provider's response to these comments what action had been taken to address concerns about staffing levels. The visitors were therefore not able to be satisfied that there were an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.

Suggested evidence: Further evidence demonstrating that there are an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.

3.7 A programme for staff development must be in place to ensure continuing professional and research development.

Reason: The visitors reviewed the external examiner's reports. In the 2016-17 report the external examiner raised the issue of professional development, and was uncertain about "how staff are supported". She stressed to the education provider "the necessity of having the ability to attend regular supervision and team meetings in order to aid communication and work load allocation." As there appeared to be an issue with staff accessing supervision and support from colleagues, the visitors were unsure whether an effective programme was in place to ensure that staff had access to continuing professional development. They noted that the external examiner states she has raised this issue before.

Suggested evidence: Further evidence showing how the education provider ensures that staff have access to continuing professional and academic development.

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

Reason: The visitors reviewed the external examiner's report from 2016-17. In this report the external examiner notes a number of issues raised by learners concerning access to IT resources, including problems navigating and logging on to the virtual learning environment. In their response to the external examiner's report the education provider laid out plans for action, but these plans were not described in any detail. The visitors were therefore unable to be satisfied that IT resources were appropriate to the curriculum and readily available to learners and staff.

Suggested evidence: Further evidence showing how the education provider ensures that IT resources are appropriate to the curriculum and readily available to learners and staff.

Section 5: Visitors' recommendation

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

This report, including the recommendation of the visitors, will be considered at the 26 April 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	Queen Margaret University
Name of programme(s)	BSc (Hons) Therapeutic Radiography, Full time
Date of initial assessment	19 March 2018
Case reference	CAS-12399-R7Z0M8

Contents

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

Executive Summary

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

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

Section 1: Our regulatory approach

Our standards

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

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

How we make our decisions

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

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

HCPC panel

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

Helen White	Radiographer - Therapeutic radiographer
Shaaron Pratt	Radiographer - Diagnostic radiographer
Niall Gooch	HCPC executive

Section 2: Programme details

Programme name	BSc (Hons) Therapeutic Radiography
Mode of study	FT (Full time)
Profession	Radiographer
Modality	Therapeutic radiographer
First intake	01 September 2003
Maximum learner cohort	Up to 30
Intakes per year	1
Assessment reference	AM07381

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

Section 3: Requirements to commence assessment

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

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

Section 4: Visitors' recommendation

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

This report, including the recommendation of the visitors, will be considered at the 26 April 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	Queen Margaret University
Name of programme(s)	BSc (Hons) Dietetics, Full time
Date of initial assessment	19 March 2018
Case reference	CAS-12393-Q9T8W2

Contents

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

Executive Summary

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

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

Section 1: Our regulatory approach

Our standards

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

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

How we make our decisions

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

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

HCPC panel

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

Emma Supple	Chiropodist / podiatrist
Susan Lennie	Dietitian
Mandy Hargood	HCPC executive

Section 2: Programme details

Programme name	BSc (Hons) Dietetics
Mode of study	FT (Full time)
Profession	Dietitian
First intake	01 October 1993
Maximum learner cohort	Up to 25
Intakes per year	1
Assessment reference	AM07383

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

Section 3: Requirements to commence assessment

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

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

Section 4: Visitors' recommendation

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

This report, including the recommendation of the visitors, will be considered at the 26 April 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

Section 5: Future considerations for the programme(s)

Through undertaking this process, we have noted areas that may need to be considered as part of future HCPC assessment processes in section 3 of this report. The visitors noted that the education provider intends to recruit further staff for the programme in the 2017-2018 academic year to cover the shortfall in staffing due to staff retirement. We would advise the education provider that should there be any impact on the programme management and staffing standards this should be reported through our monitoring processes.

HCPC annual monitoring process report

Education provider	Queen Margaret University
Name of programme(s)	BSc (Hons) Diagnostic Radiography, Full time
Date of initial assessment	19 March 2018
Case reference	CAS-12400-Z0N8Q7

Contents

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

Executive Summary

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

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

Section 1: Our regulatory approach

Our standards

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

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

How we make our decisions

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

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

HCPC panel

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

Helen White	Radiographer - Therapeutic radiographer
Shaaron Pratt	Radiographer - Diagnostic radiographer
Niall Gooch	HCPC executive

Section 2: Programme details

Programme name	BSc (Hons) Diagnostic Radiography
Mode of study	FT (Full time)
Profession	Radiographer
Modality	Diagnostic radiographer
First intake	01 September 2005
Maximum learner cohort	Up to 35
Intakes per year	1
Assessment reference	AM07384

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

Section 3: Requirements to commence assessment

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

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

Section 4: Visitors’ recommendation

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

This report, including the recommendation of the visitors, will be considered at the 26 April 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC’s decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	Queen Margaret University
Name of programme(s)	BSc (Hons) Occupational Therapy, Full time
Date of initial assessment	23 March 2018
Case reference	CAS-12465-P5C4Q2

Contents

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

Executive Summary

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

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

Section 1: Our regulatory approach

Our standards

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

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

How we make our decisions

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

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

HCPC panel

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

Angela Ariu	Occupational therapist
David Bevan	Operating department practitioner
Amal Hussein	HCPC executive

Section 2: Programme details

Programme name	BSc (Hons) Occupational Therapy
Mode of study	FT (Full time)
Profession	Occupational therapist
First intake	01 September 1999
Maximum learner cohort	Up to 40
Intakes per year	1
Assessment reference	AM07385

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

Section 3: Requirements to commence assessment

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

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

Section 4: Visitors' recommendation

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

This report, including the recommendation of the visitors, will be considered at the 26 April 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	Queen Margaret University
Name of programme(s)	BSc (Hons) Physiotherapy, Full time
Date of initial assessment	19 March 2018
Case reference	CAS-12401-C4N3B1

Contents

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

Executive Summary

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

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

Section 1: Our regulatory approach

Our standards

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

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

How we make our decisions

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

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

HCPC panel

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

Karen Harrison	Physiotherapist
Pradeep Agrawal	Biomedical scientist
Amal Hussein	HCPC executive

Section 2: Programme details

Programme name	BSc (Hons) Physiotherapy
Mode of study	FT (Full time)
Profession	Physiotherapist
First intake	01 October 1996
Maximum learner cohort	Up to 26
Intakes per year	1
Assessment reference	AM07387

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

Section 3: Requirements to commence assessment

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

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

Section 4: Visitors' recommendation

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

This report, including the recommendation of the visitors, will be considered at the 26 April 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	Queen Margaret University
Name of programme(s)	MSc Occupational Therapy (Pre-registration), Full time PgDip Occupational Therapy, Full time
Date of initial assessment	23 March 2018
Case reference	CAS-12394-J3J4Y3

Contents

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

Executive Summary

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

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

Section 1: Our regulatory approach

Our standards

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

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

How we make our decisions

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

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

HCPC panel

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

Angela Ariu	Occupational therapist
David Bevan	Operating department practitioner
Amal Hussein	HCPC executive

Section 2: Programme details

Programme name	MSc Occupational Therapy (Pre-registration)
Mode of study	FT (Full time)
Profession	Occupational therapist
First intake	01 September 2005
Maximum learner cohort	Up to 30
Intakes per year	1
Assessment reference	AM07389

Programme name	PgDip Occupational Therapy
Mode of study	FT (Full time)
Profession	Occupational therapist

First intake	01 January 1994
Maximum learner cohort	Up to 30
Intakes per year	1
Assessment reference	AM07395

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

Section 3: Requirements to commence assessment

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

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

Section 4: Visitors' recommendation

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

This report, including the recommendation of the visitors, will be considered at the 26 April 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	Queen Margaret University
Name of programme(s)	MSc Dietetics, Full time MSc Dietetics, Part time PgDip Dietetics, Full time PgDip Dietetics, Part time
Date of initial assessment	19 March 2018
Case reference	CAS-12402-V6B1C0

Contents

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

Executive Summary

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

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

Section 1: Our regulatory approach

Our standards

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

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

How we make our decisions

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

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

HCPC panel

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

Emma Supple	Chiropodist / podiatrist
Susan Lennie	Dietitian
Mandy Hargood	HCPC executive

Section 2: Programme details

Programme name	MSc Dietetics
Mode of study	FT (Full time)
Profession	Dietitian
First intake	01 September 2002
Maximum learner cohort	Up to 12
Intakes per year	1
Assessment reference	AM07390

Programme name	MSc Dietetics
Mode of study	PT (Part time)
Profession	Dietitian

First intake	01 September 2002
Maximum learner cohort	Up to 12
Intakes per year	1
Assessment reference	AM07391

Programme name	PgDip Dietetics
Mode of study	FT (Full time)
Profession	Dietitian
First intake	01 September 2002
Maximum learner cohort	Up to 12
Intakes per year	1
Assessment reference	AM07393

Programme name	PgDip Dietetics
Mode of study	PT (Part time)
Profession	Dietitian
First intake	01 September 2002
Maximum learner cohort	Up to 12
Intakes per year	1
Assessment reference	AM07394

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

Section 3: Requirements to commence assessment

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

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

Section 4: Visitors' recommendation

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

This report, including the recommendation of the visitors, will be considered at the 26 April 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	Queen Margaret University
Name of programme(s)	MSc Physiotherapy (Pre-registration), Full time Post Graduate Diploma Physiotherapy (Pre-registration), Full time
Date of initial assessment	19 March 2018
Case reference	CAS-12479-W2Q6D1

Contents

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

Executive Summary

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

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

Section 1: Our regulatory approach

Our standards

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

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

How we make our decisions

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

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

HCPC panel

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

Karen Harrison	Physiotherapist
Pradeep Agrawal	Biomedical scientist
Amal Hussein	HCPC executive

Section 2: Programme details

Programme name	MSc Physiotherapy (Pre-registration)
Mode of study	FT (Full time)
Profession	Physiotherapist
First intake	01 September 2004
Maximum learner cohort	Up to 40
Intakes per year	1
Assessment reference	AM07392

Programme name	Post Graduate Diploma Physiotherapy (Pre-registration)
Mode of study	FT (Full time)
Profession	Physiotherapist
First intake	01 September 2009

Maximum learner cohort	Up to 40
Intakes per year	1
Assessment reference	AM07402

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

Section 3: Requirements to commence assessment

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

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

Section 4: Visitors' recommendation

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

This report, including the recommendation of the visitors, will be considered at the 26 April 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

Section 5: Future considerations for the programme(s)

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

The visitors noted in section one (submission deadline 4 July 2017 document), that the education provider has reported that they have over-recruited from 32 to 38 learners per cohort. Although the programme is approved for up to 40 learner per cohort, the education provider has reported that this will have an impact on placement, staffing and resources. As such, the education provider should consider the impact of increase of learners form 32 to 38 on the resources in particular the capacity and availability of placement and staffing.

HCPC annual monitoring process report

Education provider	Queen Margaret University
Name of programme(s)	Pharmacology for Podiatrists, Part time
Date of initial assessment	19 March 2018
Case reference	CAS-12403-H4T9L5

Contents

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

Executive Summary

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

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

Section 1: Our regulatory approach

Our standards

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

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

How we make our decisions

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

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

HCPC panel

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

Emma Supple	Chiropodist / podiatrist (Prescription only medicines – sale / supply)
Susan Lennie	Dietitian
Mandy Hargood	HCPC executive

Section 2: Programme details

Programme name	Pharmacology for Podiatrists
Mode of study	PT (Part time)
Profession	Chiropodist / podiatrist
Entitlement	Prescription only medicines – sale / supply
First intake	01 September 2007
Maximum learner cohort	Up to 24
Intakes per year	1
Assessment reference	AM07397

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

Section 3: Requirements to commence assessment

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

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

Section 4: Visitors’ recommendation

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

This report, including the recommendation of the visitors, will be considered at the 26 April 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC’s decision notice, which are available [on our website](#).

Section 5: Future considerations for the programme(s)

Through undertaking this process, we have noted areas that may need to be considered as part of future HCPC assessment processes in section 3 of this report. The visitors would advise the education provider to consider preparing an individual annual monitoring report for the stand alone Pharmacology for Podiatrists programme to allow visitors to review the quality and evaluation of the programme.

HCPC annual monitoring process report

Education provider	The Robert Gordon University
Name of programme(s)	BSc (Hons) Nutrition and Dietetics, Full time
Postal Date submission received	30 January 2018
Case reference	CAS-12580-H9F5N3

Contents

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

Executive Summary

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

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

Section 1: Our regulatory approach

Our standards

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

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

How we make our decisions

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

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

HCPC panel

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

Fiona McCullough	Dietitian
Pauline Douglas	Dietitian
Shaista Ahmad	HCPC executive

Section 2: Programme details

Programme name	BSc (Hons) Nutrition and Dietetics
Mode of study	FT (Full time)
Profession	Dietitian
First intake	01 June 1994
Maximum learner cohort	Up to 35
Intakes per year	1
Assessment reference	AM07414

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

Section 3: Requirements to commence assessment

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

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

Section 4: Visitors' recommendation

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

This report, including the recommendation of the visitors, will be considered at the 26 April 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	Southampton Solent University
Name of programme(s)	BA (Hons) Social Work, Full time BA (Hons) Social Work, Work based learning
Date of initial assessment	23 March 2018
Case reference	CAS-12415-Q1J8C2

Contents

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

Executive Summary

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

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

Section 1: Our regulatory approach

Our standards

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

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

How we make our decisions

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

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

HCPC panel

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

Christine Stogdon	Social worker
Pavlo Kanellakis	Practitioner psychologist - Clinical psychologist
Jasmine Oduro-Bonsrah	HCPC executive

Section 2: Programme details

Programme name	BA (Hons) Social Work
Mode of study	FT (Full time)
Profession	Social worker in England
First intake	01 June 2004
Maximum learner cohort	Up to 76
Intakes per year	1
Assessment reference	AM07448

Programme name	BA (Hons) Social Work
Mode of study	WBL (Work based learning)
Profession	Social worker in England
First intake	01 June 2004
Maximum learner cohort	Up to 10
Intakes per year	1
Assessment reference	AM07449

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

Section 3: Requirements to commence assessment

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

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

Section 4: Visitors' recommendation

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

This report, including the recommendation of the visitors, will be considered at the 26 April 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

Section 5: Future considerations for the programme(s)

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

From a review of the documentation, the visitors note that the changes to the modules remain appropriate for learners to meet the standards of proficiency for Social workers in England. However, the visitors note that the new module codes were inconsistent with the old codes. The education provider should ensure that the documentation is accurate for future monitoring processes.

HCPC annual monitoring process report

Education provider	University of Stirling
Name of programme(s)	Non-Medical Prescribing (Supplementary and Independent Prescribing), Part time, Non-Medical Prescribing (Supplementary Prescribing Only), Part time
Date of initial assessment	13 February 2018
Case reference	CAS-12518-N6Q1G4

Contents

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

Executive Summary

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

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

Section 1: Our regulatory approach

Our standards

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

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

How we make our decisions

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

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

HCPC panel

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

Matthew Catterall	Paramedic
Rosemary Furner	Independent prescriber
Eloise O'Connell	HCPC executive

Section 2: Programme details

Programme name	Non-Medical Prescribing (Supplementary and Independent Prescribing)
Mode of study	PT (Part time)
Entitlement	Independent prescribing Supplementary prescribing
First intake	01 January 2014
Maximum learner cohort	Up to 30
Intakes per year	2
Assessment reference	AM07450

Programme name	Non-Medical Prescribing (Supplementary Prescribing Only)
Mode of study	PT (Part time)

Entitlement	Supplementary prescribing
First intake	01 January 2014
Maximum learner cohort	Up to 30
Intakes per year	2
Assessment reference	AM07451

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

Section 3: Requirements to commence assessment

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

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

Section 4: Outcome from first review

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

Further evidence required

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

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

C.2 The programme must reflect the philosophy, core values, skills and knowledge base as articulated in any relevant curriculum guidance.

Reason: The education provider has previously mentioned mapping of the curriculum to the Royal Pharmaceutical Society (RPS) Competency Framework for all Prescribers.

The visitors note that the RPS prescribing framework was updated in July 2016. From the information provided, the visitors were not clear whether the education provider has mapped the learning outcomes to the revised RPS competency framework. Therefore, the visitors require further evidence to determine how the programmes continue to reflect the philosophy, core values, skills and knowledge based as articulated in any relevant curriculum guidance, such as the revised RPS competency framework.

Suggested evidence: Evidence to demonstrate that the programmes continue to meet this standard, with respect to relevant guidance.

Section 5: Visitors' recommendation

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

This report, including the recommendation of the visitors, will be considered at the 26 April 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	University of Sussex
Name of programme(s)	MA in Social Work, University of Sussex, Full time PG Diploma in Social Work (Masters Exit Route Only), Full time
Date of initial assessment	23 March 2018
Case reference	CAS-12397-F3L4P8

Contents

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

Executive Summary

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

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

Section 1: Our regulatory approach

Our standards

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

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

How we make our decisions

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

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

HCPC panel

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

Christine Stogdon	Social worker
Pavlo Kanellakis	Practitioner psychologist - Clinical psychologist
Jasmine Oduro-Bonsrah	HCPC executive

Section 2: Programme details

Programme name	MA in Social Work
Mode of study	FT (Full time)
Profession	Social worker in England
First intake	01 May 2004
Maximum learner cohort	Up to 30
Intakes per year	1
Assessment reference	AM07456

Programme name	PG Diploma in Social Work (Masters Exit Route Only)
Mode of study	FT (Full time)
Profession	Social worker in England
First intake	01 May 2004
Maximum learner cohort	Up to 30
Intakes per year	1
Assessment reference	AM07457

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

Section 3: Requirements to commence assessment

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

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

Section 4: Visitors' recommendation

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

This report, including the recommendation of the visitors, will be considered at the 26 April 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	University of York and Think Ahead
Validating body	University of York
Name of programme(s)	Postgraduate Diploma in Social Work Practice (Think Ahead), Full time
Date of initial assessment	23 March 2018
Case reference	CAS-12428-L2W0V1

Contents

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

Executive Summary

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

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

Section 1: Our regulatory approach

Our standards

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

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

How we make our decisions

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

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

HCPC panel

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

Christine Stogdon	Social worker
Pavlo Kanellakis	Practitioner psychologist - Clinical psychologist
Jasmine Oduro-Bonsrah	HCPC executive

Section 2: Programme details

Programme name	Postgraduate Diploma in Social Work Practice (Think Ahead)
Mode of study	FT (Full time)
Profession	Social worker in England
First intake	01 July 2016
Maximum learner cohort	Up to 100
Intakes per year	1
Assessment reference	AM07478

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

Section 3: Requirements to commence assessment

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

Required documentation	Submitted	Reason(s) for non-submission
HCPC annual monitoring audit form, including completed standards mapping	Yes	
Internal quality reports from the last two years	Yes	
External examiner reports from the last two years	N/A	The programme was approved in July 2016. Therefore, there was no external examiner in the 2015-16 academic year.
Responses to external examiner reports from the last two years	N/A	The programme was approved in July 2016. Therefore, there was no external examiner in the 2015-16 academic year.

Section 4: Visitors' recommendation

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

This report, including the recommendation of the visitors, will be considered at the 26 April 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	University of Ulster
Name of programme(s)	BSc (Hons) Diagnostic Radiography and Imaging, Full time
Date of initial assessment	19 March 2018
Case reference	CAS-12527-R2T3V9

Contents

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

Executive Summary

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

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

Section 1: Our regulatory approach

Our standards

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

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

How we make our decisions

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

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

HCPC panel

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

Helen White	Radiographer - Therapeutic radiographer
Shaaron Pratt	Radiographer - Diagnostic radiographer
Niall Gooch	HCPC executive

Section 2: Programme details

Programme name	BSc (Hons) Diagnostic Radiography and Imaging
Mode of study	FT (Full time)
Profession	Radiographer
Modality	Diagnostic radiographer
First intake	01 September 2012
Maximum learner cohort	Up to 48
Intakes per year	1
Assessment reference	AM07480

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

Section 3: Requirements to commence assessment

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

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

Section 4: Visitors’ recommendation

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

This report, including the recommendation of the visitors, will be considered at the 26 April 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC’s decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	University of Ulster
Name of programme(s)	BSc (Hons) Dietetics, Full time
Date of initial assessment	19 March 2018
Case reference	CAS-12425-P1P9Q2

Contents

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

Executive Summary

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

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

Section 1: Our regulatory approach

Our standards

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

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

How we make our decisions

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

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

HCPC panel

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

Emma Supple	Chiropodist / podiatrist
Susan Lennie	Dietitian
Mandy Hargood	HCPC executive

Section 2: Programme details

Programme name	BSc (Hons) Dietetics
Mode of study	FT (Full time)
Profession	Dietitian
First intake	01 September 2003
Maximum learner cohort	Up to 19
Intakes per year	1
Assessment reference	AM07483

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

Section 3: Requirements to commence assessment

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

Required documentation	Submitted	Reason(s) for non-submission
HCPC annual monitoring audit form, including completed standards mapping	Yes	
Internal quality reports from the last two years	No	The education provider no longer requires internal quality monitoring reports and course committee minutes have been sent in place of the reports. There was also supporting follow up data which assisted the visitors in making a recommendation.
External examiner reports from the last two years	Yes	
Responses to external examiner reports from the last two years	Yes	

Section 4: Visitors' recommendation

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

This report, including the recommendation of the visitors, will be considered at the 26 April 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	University of Ulster
Name of programme(s)	BSc (Hons) Occupational Therapy, Full time
Date of initial assessment	23 March 2018
Case reference	CAS-12433-N3N1L2

Contents

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

Executive Summary

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

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

Section 1: Our regulatory approach

Our standards

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

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

How we make our decisions

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

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

HCPC panel

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

Angela Ariu	Occupational therapist
David Bevan	Operating department practitioner
Amal Hussein	HCPC executive

Section 2: Programme details

Programme name	BSc (Hons) Occupational Therapy
Mode of study	FT (Full time)
Profession	Occupational therapist
First intake	01 September 1991
Maximum learner cohort	Up to 54
Intakes per year	1
Assessment reference	AM07485

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

Section 3: Requirements to commence assessment

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

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

Section 4: Visitors' recommendation

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

This report, including the recommendation of the visitors, will be considered at the 26 April 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	University of Ulster
Name of programme(s)	BSc (Hons) Podiatry, Full time
Date of initial assessment	19 March 2018
Case reference	CAS-12529-P0W5S8

Contents

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

Executive Summary

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

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

Section 1: Our regulatory approach

Our standards

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

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

How we make our decisions

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

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

HCPC panel

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

Emma Supple	Chiropodist / podiatrist
Susan Lennie	Dietitian
Mandy Hargood	HCPC executive

Section 2: Programme details

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

Programme name	BSc (Hons) Podiatry
Mode of study	FT (Full time)
Profession	Chiropodist / podiatrist
Entitlement	Prescription only medicines – administration Prescription only medicine- Sale / Supply
First intake	01 June 1997
Maximum learner cohort	Up to 15
Intakes per year	1

Assessment reference	AM07487
----------------------	---------

Section 3: Requirements to commence assessment

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

Required documentation	Submitted	Reason(s) for non-submission
HPCPC annual monitoring audit form, including completed standards mapping	Yes	
Internal quality reports from the last two years	No	The education provider no longer requires internal quality monitoring reports and course committee minutes have been sent in place of the reports.
External examiner reports from the last two years	Yes	
Responses to external examiner reports from the last two years	Yes	

Section 4: Outcome from first review

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

Further evidence required

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

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

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

Reason: The visitors received an email that indicated that the programme no longer produces internal annual quality monitoring reports. The visitors received course committee meeting minutes, but the minutes lacked detail. The visitors noted in all the minutes that there were issues around placements, resources and curriculum and assessment. Also the visitors were unclear from the minutes whether the programme is

recruiting to the HCPC agreed cohort numbers and where this could also impact on the resources for the programme. As the internal quality report is a required document for the HCPC annual monitoring process, the visitors were unable to make a determination as to whether the programme has appropriate regular monitoring and evaluation systems in place.

Therefore the visitors require evidence that clearly demonstrates how the programme is monitored and evaluated and how issues raised are responded to by the education provider to ensure this standard continues to be met.

Suggested evidence: Evidence that demonstrates how the programme is monitored and evaluated.

Section 5: Visitors' recommendation

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

This report, including the recommendation of the visitors, will be considered at the 26 April 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	University of Ulster
Name of programme(s)	MSc Dietetics, Full time Pg Dip Dietetics, Full time
Date of initial assessment	19 March 2018
Case reference	CAS-12427-N7H8R8

Contents

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

Executive Summary

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

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

Section 1: Our regulatory approach

Our standards

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

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

How we make our decisions

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

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

HCPC panel

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

Emma Supple	Chiropodist / podiatrist
Susan Lennie	Dietitian
Mandy Hargood	HCPC executive

Section 2: Programme details

Programme name	MSc Dietetics
Mode of study	FT (Full time)
Profession	Dietitian
First intake	01 September 2003
Maximum learner cohort	Up to 2
Intakes per year	1
Assessment reference	AM07489

Programme name	Pg Dip Dietetics
Mode of study	FT (Full time)
Profession	Dietitian

First intake	01 September 2003
Maximum learner cohort	Up to 2
Intakes per year	1
Assessment reference	AM07490

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

Section 3: Requirements to commence assessment

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

Required documentation	Submitted	Reason(s) for non-submission
HCPC annual monitoring audit form, including completed standards mapping	Yes	
Internal quality reports from the last two years	No	The education provider no longer requires internal quality monitoring reports and course committee minutes have been sent in place of the reports. There was also supporting follow up data which assisted the visitors in making a recommendation.
External examiner reports from the last two years	Yes	
Responses to external examiner reports from the last two years	Yes	

Section 4: Visitors' recommendation

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

This report, including the recommendation of the visitors, will be considered at the 26 April 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

Section 5: Future considerations for the programme(s)

Through undertaking this process, we have noted areas that may need to be considered as part of future HCPC assessment processes in section 3 of this report. The visitors noted that the current cohort for the programmes was listed as five, however the HCPC approved cohort is 4 for the programmes. If the numbers should increase further the education provider should consider advising the HCPC through its monitoring processes so that the standards around staffing and resources can be reviewed to ensure they continue to be met.

HCPC annual monitoring process report

Education provider	Wiltshire College
Validating body	University of Bath
Name of programme(s)	BSc (Hons) Social Work, Full time
Date of initial assessment	23 March 2018
Case reference	CAS-12441-N9C9D5

Contents

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

Executive Summary

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

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

Section 1: Our regulatory approach

Our standards

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

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

How we make our decisions

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

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

HCPC panel

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

Christine Stogdon	Social worker
Pavlo Kanellakis	Practitioner psychologist - Clinical psychologist
Jasmine Oduro-Bonsrah	HCPC executive

Section 2: Programme details

Programme name	BSc (Hons) Social Work
Mode of study	FT (Full time)
Profession	Social worker in England
First intake	01 August 2003
Maximum learner cohort	Up to 25
Intakes per year	1
Assessment reference	AM07508

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

Section 3: Requirements to commence assessment

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

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

Section 4: Visitors' recommendation

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

This report, including the recommendation of the visitors, will be considered at the 26 April 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	University of Winchester
Name of programme(s)	BSc (Hons) Social Work, Full time
Date of initial assessment	23 March 2018
Case reference	CAS-12434-N4J8P2

Contents

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

Executive Summary

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

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

Section 1: Our regulatory approach

Our standards

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

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

How we make our decisions

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

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

HCPC panel

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

Anne Mackay	Social worker
Richard Barker	Social worker
Eloise O'Connell	HCPC executive

Section 2: Programme details

Programme name	BSc (Hons) Social Work
Mode of study	FT (Full time)
Profession	Social worker in England
First intake	01 June 2008
Maximum learner cohort	Up to 60
Intakes per year	1
Assessment reference	AM07510

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

Section 3: Requirements to commence assessment

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

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

Section 4: Visitors' recommendation

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

This report, including the recommendation of the visitors, will be considered at the 26 April 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	University of Winchester
Name of programme(s)	Post Graduate Diploma in Social Work, Full time MSc Social Work, Full time
Date of initial assessment	23 March 2018
Case reference	CAS-12542-L5F5L5

Contents

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

Executive Summary

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

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

Section 1: Our regulatory approach

Our standards

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

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

How we make our decisions

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

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

HCPC panel

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

Anne Mackay	Social worker
Richard Barker	Social worker
Eloise O'Connell	HCPC executive

Section 2: Programme details

Programme name	Post Graduate Diploma in Social Work
Mode of study	FT (Full time)
Profession	Social worker in England
First intake	01 January 2014
Maximum learner cohort	Up to 20
Intakes per year	1
Assessment reference	AM07509

Programme name	MSc Social Work
Mode of study	FT (Full time)
Profession	Social worker in England

First intake	01 September 2015
Maximum learner cohort	Up to 20
Intakes per year	1
Assessment reference	AM07511

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

Section 3: Requirements to commence assessment

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

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

Section 4: Visitors' recommendation

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

This report, including the recommendation of the visitors, will be considered at the 26 April 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	University of Worcester
Name of programme(s)	BA (Hons) Social Work, Full time
Date of initial assessment	23 March 2018
Case reference	CAS-12546-K2T4W1

Contents

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

Executive Summary

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

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

Section 1: Our regulatory approach

Our standards

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

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

How we make our decisions

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

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

HCPC panel

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

Christine Stogdon	Social worker
Pavlo Kanellakis	Practitioner psychologist - Clinical psychologist
Jasmine Oduro-Bonsrah	HCPC executive

Section 2: Programme details

Programme name	BA (Hons) Social Work
Mode of study	FT (Full time)
Profession	Social worker in England
First intake	01 September 2015
Maximum learner cohort	Up to 20
Intakes per year	1
Assessment reference	AM07528

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

Section 3: Requirements to commence assessment

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

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

Section 4: Visitors' recommendation

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

This report, including the recommendation of the visitors, will be considered at the 26 April 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

HCPC annual monitoring process report

Education provider	York St John University
Name of programme(s)	MSc Physiotherapy (Pre registration), Full time
Date of initial assessment	19 March 2018
Case reference	CAS-12548-S5R1X5

Contents

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

Executive Summary

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

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

Section 1: Our regulatory approach

Our standards

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

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

How we make our decisions

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

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

HCPC panel

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

Karen Harrison	Physiotherapist
Shaaron Pratt	Radiographer - Diagnostic radiographer
Niall Gooch	HCPC executive

Section 2: Programme details

Programme name	MSc Physiotherapy (Pre registration)
Mode of study	FT (Full time)
Profession	Physiotherapist
First intake	01 January 2013
Maximum learner cohort	Up to 30
Intakes per year	1
Assessment reference	AM07539

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

Section 3: Requirements to commence assessment

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

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

Section 4: Visitors' recommendation

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

This report, including the recommendation of the visitors, will be considered at the 26 April 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

Section 5: Future considerations for the programme(s)

The visitors noted that the education provider are considering an expansion of learner numbers on both this programme and the BSc Physiotherapy. They were aware from reading the internal quality documentation that there had been some issues with maintaining appropriate staffing levels on the programme, and that the programme management were not sure whether there was scope for increasing practice-based learning capacity. They therefore suggest that in future HCPC monitoring processes the visitors check whether the education provider has gone ahead with its plans, and if so whether they have ensured appropriate levels of programme staffing and sufficient capacity in practice-based learning.

The visitors also noted that on the internal quality monitoring documentation it was not clear who had completed the forms and when. They therefore suggest that in future monitoring processes the visitors may wish to consider whether this ensures that monitoring processes are effective and seen to be effective.