

## HCPC major change process report

Education provider	Birmingham City University
Name of programme(s)	BSc (Hons) Paramedic Science, Full time
Date submission received	24 January 2018
Case reference	CAS-13177-B4X1K6

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### Executive Summary

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

The following is a report on the major change process undertaken by the HCPC to ensure that programmes 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 report. 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:

Gordon Pollard	Paramedic
Susan Boardman	Paramedic
Mandy Hargood	HCPC executive

## Section 2: Programme details

Programme name	BSc (Hons) Paramedic Science
Mode of study	FT (Full time)
Profession	Paramedic
First intake	01 September 2014
Maximum learner cohort	Up to 30
Intakes per year	1
Assessment reference	MC03676

We undertook this assessment to consider whether the programme continues to meet our standards, following changes reported to us via the major change process. The following is an overview of the changes from the information received via this process.

The education provider has made amendments to the admissions process, the person with overall responsibility for the programme, the resources for the delivery of the programme, a module descriptor and assessments for the programme. These changes will need to be reviewed to ensure that the programme continues to meet the HCPC standards.

**Section 3: Requirements to commence assessment**

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

<b>Required documentation</b>	<b>Submitted</b>
Major change notification form	Yes
Completed major change standards mapping	Yes

**Section 4: Outcome from first review**

In considering the evidence provided by the education provider as part of the initial submission, the visitors were not satisfied that there was 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:** Having read the evidence provided the visitors are happy with the support for the new programme leader for the programme. However, the visitors were unsure from their reading of the documentation provided as to whether the reason for the change of programme leader will result in a reduction of staff teaching on the programme, if for example other staff have been removed from teaching on the programme. The visitors could not see if there were now sufficient staff to manage the programme and the learner numbers. The visitors require evidence to demonstrate that the programme remains effectively managed.

**Suggested evidence:** Evidence that demonstrates that there are sufficient staff in place to manage the programme effectively.

**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 major change process report

Education provider	University of Bedfordshire
Name of programme(s)	BSc (Hons) Social Work, Full time MSc Social Work, Full time Postgraduate Diploma in Professional Social Work Practice, Work based learning BSc (Hons) Professional Social Work Practice (Trainee in Employment Route), Work based learning
Date submission received	16 February 2018
Case reference	CAS-13189-F0T1R7

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### Executive Summary

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## Section 1: Our regulatory approach

### Our standards

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### How we make our decisions

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### HCPC panel

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

Michael Branicki	Social worker
Amal Hussein	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 July 2004
Maximum learner cohort	Up to 35
Intakes per year	1
Assessment reference	MC03696

Programme name	MSc Social Work
Mode of study	FT (Full time)
Profession	Social worker in England
First intake	01 August 2005

Maximum learner cohort	Up to 28
Intakes per year	1
Assessment reference	MC03697

Programme name	Postgraduate Diploma in Professional Social Work Practice
Mode of study	WBL (Work based learning)
Profession	Social worker in England
First intake	01 January 2014
Maximum learner cohort	Up to 46
Intakes per year	1
Assessment reference	MC03698

Programme name	BSc (Hons) Professional Social Work Practice (Trainee in Employment Route)
Mode of study	WBL (Work based learning)
Profession	Social worker in England
First intake	01 January 2017
Maximum learner cohort	Up to 20
Intakes per year	1
Assessment reference	MC03699

We undertook this assessment to consider whether the programme continues to meet our standards, following changes reported to us via the major change process. The following is an overview of the changes from the information received via this process.

The education provider has reported a change in the person with overall professional responsibility.

### 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
Major change notification form	Yes
Completed major change standards mapping	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 major change process report

Education provider	Brunel University
Name of programme(s)	BSc (Hons) Physiotherapy, Full time
Date submission received	29 January 2018
Case reference	CAS-13178-L4D1L2

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### Executive Summary

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The following is a report on the major change process undertaken by the HCPC to ensure that programmes 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

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The ETC make decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process report. 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:

Nicola Smith	Physiotherapist
Mandy Hargood	HCPC executive

## Section 2: Programme details

Programme name	BSc (Hons) Physiotherapy
Mode of study	FT (Full time)
Profession	Physiotherapist
First intake	01 March 1993
Maximum learner cohort	Up to 96
Intakes per year	1
Assessment reference	MC03677

We undertook this assessment to consider whether the programme continues to meet our standards, following changes reported to us via the major change process. The following is an overview of the changes from the information received via this process.

The education provider has informed us of a change in the person with overall responsibility for the programme.

### 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
Major change notification form	Yes
Completed major change standards mapping	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 major change process report

Education provider	University of Chester
Name of programme(s)	MA Applied Mental Health Practice, Work based learning PG Diploma Applied Mental Health Practice, Work based learning PG Cert Applied Mental Health Practice, Work based learning
Date submission received	06 February 2018
Case reference	CAS-13165-S3D0P2

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### Executive Summary

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

## Section 1: Our regulatory approach

### Our standards

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

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 report. 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:

Jane Hutchison	Approved mental health professional
Graham Noyce	Social worker (Approved mental health professional)
Jasmine Oduro-Bonsrah	HCPC executive

## Section 2: Programme details

Programme name	MA Applied Mental Health Practice
Mode of study	WBL (Work based learning)
Entitlement	Approved mental health professional
First intake	01 September 2008
Maximum learner cohort	Up to 20
Intakes per year	1
Assessment reference	MC03669

Programme name	PG Diploma Applied Mental Health Practice
Mode of study	WBL (Work based learning)

Entitlement	Approved mental health professional
First intake	01 September 2008
Maximum learner cohort	Up to 20
Intakes per year	1
Assessment reference	MC03671

Programme name	PG Cert Applied Mental Health Practice
Mode of study	WBL (Work based learning)
Entitlement	Approved mental health professional
First intake	01 September 2008
Maximum learner cohort	Up to 20
Intakes per year	1
Assessment reference	MC03675

We undertook this assessment to consider whether the programme continues to meet our standards, following changes reported to us via the major change process. The following is an overview of the changes from the information received via this process.

The education provider highlighted that the teaching of the AMHP programmes will now be delivered in a different location.

### 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
Major change notification form	Yes
Completed major change standards mapping	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 major change process report

Education provider	University of Chester
Name of programme(s)	Non-Medical Prescribing (Supplementary), Part time Non-Medical Prescribing (Independent), Part time
Date submission received	08 March 2018
Case reference	CAS-13262-W0Y3R6

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### Executive Summary

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The following is a report on the major change process undertaken by the HCPC to ensure that programmes 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

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### HCPC panel

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

David Rovardi	Independent prescriber
Mandy Hargood	HCPC executive

## Section 2: Programme details

Programme name	Non-Medical Prescribing (Supplementary)
Mode of study	PT (Part time)
Entitlement	Supplementary prescribing
First intake	01 September 2017
Maximum learner cohort	Up to 35
Intakes per year	3
Assessment reference	MC03725

Programme name	Non-Medical Prescribing (Independent)
Mode of study	PT (Part time)
Entitlement	Independent prescribing
First intake	01 September 2017

Maximum learner cohort	Up to 35
Intakes per year	3
Assessment reference	MC03726

We undertook this assessment to consider whether the programme continues to meet our standards, following changes reported to us via the major change process. The following is an overview of the changes from the information received via this process.

The education provider report a change in the person with overall responsibility for the programmes.

### 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
Major change notification form	Yes
Completed major change standards mapping	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 major change process report

Education provider	University of Derby
Name of programme(s)	BA Honours in Applied Social Work, Full time BA Honours in Applied Social Work, Part time
Date submission received	12 January 2018
Case reference	CAS-13020-L8Q6M9

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### HCPC panel

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Paula Sobiechowska	Social worker
Mandy Hargood	HCPC executive

## Section 2: Programme details

Programme name	BA Honours in Applied Social Work
Mode of study	FT (Full time)
Profession	Social worker in England
First intake	01 August 2003
Maximum learner cohort	Up to 49
Intakes per year	1
Assessment reference	MC03588

Programme name	BA Honours in Applied Social Work
Mode of study	PT (Part time)
Profession	Social worker in England
First intake	01 August 2003

Maximum learner cohort	Up to 16
Intakes per year	1
Assessment reference	MC03611

We undertook this assessment to consider whether the programme continues to meet our standards, following changes reported to us via the major change process. The following is an overview of the changes from the information received via this process.

The education provider has informed the HCPC of a change of programme leader.

### 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
Major change notification form	Yes
Completed major change standards mapping	Yes

### Section 4: Outcome from first review

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

#### Further evidence required

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

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

#### **3.4 There must be a named person who has overall professional responsibility for the programme who must be appropriately qualified and experienced and, unless other arrangements are agreed, be on the relevant part of the Register.**

**Reason:** The visitor reviewed the evidence provided by the education provider. Whilst the visitor could see the programme leader had several years' experience of working in higher education, the evidence provided did not indicate any evidence of academic leadership and any further academic development since 1997. The visitor did note that

the programme leader is applying for fellowship to the Higher Education Academy. The visitor requires evidence to demonstrate that the programme leader is appropriately qualified and experienced, and that the programme leader will be appropriately supported in the role.

**Suggested evidence:** Evidence that clearly shows the programme leader has the relevant leadership and continuing academic skills and is appropriately supported in the role of programme leader. This could include, but is not limited to, involvement in curriculum development or student engagement projects, examples of further study such as a PGCHE or further academic study.

## 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 major change process report

Education provider	De Montfort University
Name of programme(s)	BSc (Hons) Healthcare Science (Audiology), Full time
Date submission received	30 January 2018
Case reference	CAS-12963-B6F6W0

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### Executive Summary

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## Section 1: Our regulatory approach

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### HCPC panel

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

Elizabeth Ross	Hearing aid dispenser
Catherine Mackenzie	Speech and language therapist
Mandy Hargood	HCPC executive

## Section 2: Programme details

Programme name	BSc (Hons) Healthcare Science (Audiology)
Mode of study	FT (Full time)
Profession	Hearing aid dispenser
First intake	01 September 2011
Maximum learner cohort	Up to 35
Intakes per year	1
Assessment reference	MC03557

We undertook this assessment to consider whether the programme continues to meet our standards, following changes reported to us via the major change process. The following is an overview of the changes from the information received via this process.

The education provider has said that there will be several changes made to the approved programme including how the curriculum will link to the practice placement and changes to the assessment for the programme.

### 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
Major change notification form	Yes
Completed major change standards mapping	Yes

### Section 4: Outcome from first review

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

#### Further evidence required

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

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

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

**Reason:** The visitors noted that through various documents provided by the education provider that HCPC was referred to as HPC (programme handbook page 10/11 and other sections). In other parts of the submitted documentation it was stated on completion of the course learners could register as a Hearing aid dispenser with HCPC (placement document Page 5 ; Paragraph 1 and programme handbook – Page 12 and others). The correct form of wording that successful learners will be eligible to apply for registration with HCPC. The visitor therefore want to see documentation that clearly uses the correct terminology applied to the HCPC and eligibility to register with the HCPC.

**Suggested evidence:** Evidence that clearly reflects the correct terminologies for the HCPC and registration to ensure learners are aware of the correct terminology.

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

**Reason:** The visitors noted the education provider's intent to deliver part of the module HCSC2009 Adult rehabilitation by virtual teaching, while learners are on placement in the second term of Level 5. The visitors noted from the submitted documentation that some learners would be expected to work a compressed four-day week on placement, while others would spread the required hours over five days. This variation being dependant on the placement provider's working practice. The visitors could not see from the evidence provided how learners would engage with this virtual teaching around their individual placement requirements or what support had been put in place so learners will meet the standards of proficiency for the Hearing aid dispenser part of the Register.

**Suggested evidence:** Evidence that shows how the module will be delivered to learners on the various placement work patterns and the support learners will receive to ensure they can access the module whilst on placement.

### **6.7 Assessment regulations must clearly specify requirements for student progression and achievement within the programme.**

**Reason:** The visitors noted in the submitted documentation that there were inconsistencies between the assessment matrix and the programme handbook. Some assessments were unclear as to the essential component requirement. For example:

- in the two documents HCSC 1066 has differing assessments.
- HCSC 1003 has a phase test which is not listed as an essential component but accounts for 30% of the total mark.
- HCSC 2009 the phase test is marked as not an essential component in the matrix but is in the programme handbook as an essential component.

The visitors noted that there are further inconsistencies across the two documents. As there are inconsistencies these need to be revised to ensure that learners have the correct information to ensure they know the specific requirements for progression throughout the programme.

**Suggested evidence:** Evidence that demonstrates that the documentation for the programme has been revised to ensure that the documentation received by the learners is consistent.

### **6.7 Assessment regulations must clearly specify requirements for student progression and achievement within the programme.**

**Reason:** The visitors noted the high rate (90 per cent) of learners not passing all components of the moderation assessment on the first assessment. Learners who had not passed at the first attempt then went on to a second and then final third moderation. The visitors considered there was a lack of clarity for learners on progression after the third moderation. The evidence made reference that learners would continue on placement and the clinical educator can call for a further moderation. However, the visitors were unclear how the learners progressed through the programme if they should fail the third moderation. Therefore, the visitors need further evidence that

clarifies the progression for the programme to ensure that this standard continues to be met.

**Suggested evidence:** Evidence that clearly demonstrates the progression of learners through the programme to ensure that learners and practice placement educators are clear on the progression for the programme.

## Section 5: Visitors' recommendation

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

This report, including the recommendation of the visitors, will be considered at the 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 major change process report

Education provider	University of Huddersfield
Name of programme(s)	BSc (Hons) Operating Department Practice, Full time BSc (Hons) Podiatry, Full time BSc (Hons) Podiatry, Part time
Date submission received	05 February 2018
Case reference	CAS-13101-B9T7H9

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### Executive Summary

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

The following is a report on the major change process undertaken by the HCPC to ensure that programmes 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 report. 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:

Paul Blakeman	Chiropodist / podiatrist (Prescription only medicines – administration)
Tony Scripps	Operating department practitioner
Niall Gooch	HCPC executive

## Section 2: Programme details

Programme name	BSc (Hons) Operating Department Practice
Mode of study	FT (Full time)
Profession	Operating department practitioner
First intake	01 September 2013
Maximum learner cohort	Up to 60
Intakes per year	1
Assessment reference	MC03623

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

Profession	Chiropodist / podiatrist
Entitlement	Prescription only medicines – administration Prescription only medicines – sale / supply
First intake	01 September 1993
Maximum learner cohort	Up to 40
Intakes per year	1
Assessment reference	MC03624

Programme name	BSc (Hons) Podiatry
Mode of study	PT (Part time)
Profession	Chiropodist / podiatrist
Entitlement	Prescription only medicines – administration Prescription only medicines – sale / supply
First intake	01 September 2003
Maximum learner cohort	Up to 12
Intakes per year	1
Assessment reference	MC03625

We undertook this assessment to consider whether the programme continues to meet our standards, following changes reported to us via the major change process. The following is an overview of the changes from the information received via this process.

The education provider informed us that that they were making changes to modules across all three programmes.

### 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
Major change notification form	Yes
Completed major change standards mapping	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 major change process report

Education provider	University of Hull
Name of programme(s)	BSc (Hons) Healthcare Science (Life Sciences), Full time
Date submission received	15 February 2018
Case reference	CAS-13159-X6P4P6

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### Executive Summary

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

The following is a report on the major change process undertaken by the HCPC to ensure that programmes 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 report. 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
Eloise O'Connell	HCPC executive

## Section 2: Programme details

Programme name	BSc (Hons) Healthcare Science (Life Sciences)
Mode of study	FT (Full time)
Profession	Biomedical scientist
First intake	01 September 2014
Maximum learner cohort	Up to 20
Intakes per year	1
Assessment reference	MC03665

We undertook this assessment to consider whether the programme continues to meet our standards, following changes reported to us via the major change process. The following is an overview of the changes from the information received via this process.

The education provider has informed the HCPC of a change to the person who has overall professional responsibility for the programme.

### Section 3: Requirements to commence assessment

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

<b>Required documentation</b>	<b>Submitted</b>
Major change notification form	Yes
Completed major change standards mapping	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 major change process report

Education provider	Keele University
Name of programme(s)	BSc (Hons) Applied Biomedical Science, Full time
Date submission received	19 January 2018
Case reference	CAS-13137-G0J2B5

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### Executive Summary

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

The following is a report on the major change process undertaken by the HCPC to ensure that programmes 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 report. 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
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 2009
Maximum learner cohort	Up to 60
Intakes per year	2
Assessment reference	MC03654

We undertook this assessment to consider whether the programme continues to meet our standards, following changes reported to us via the major change process. The following is an overview of the changes from the information received via this process.

The education provider reported a change in the named person with overall professional responsibility for the programme.

### Section 3: Requirements to commence assessment

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

<b>Required documentation</b>	<b>Submitted</b>
Major change notification form	Yes
Completed major change standards mapping	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 major change 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 submission received	08 March 2018
Case reference	CAS-13202-X8B1G7

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### Executive Summary

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

The following is a report on the major change process undertaken by the HCPC to ensure that programmes 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 report. 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:

Stephen Boynes	Radiographer - Diagnostic radiographer
Mandy Hargood	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	MC03704

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

Modality	Diagnostic radiographer
First intake	01 September 2002
Maximum learner cohort	Up to 67
Intakes per year	1
Assessment reference	MC03705

We undertook this assessment to consider whether the programme continues to meet our standards, following changes reported to us via the major change process. The following is an overview of the changes from the information received via this process.

The education provider advised a change in the programme leadership for the programmes.

### 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
Major change notification form	Yes
Completed major change standards mapping	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 major change process report

Education provider	University of Manchester
Name of programme(s)	BSc (Hons) Healthcare Science (Audiology), Full time
Date submission received	12 February 2018
Case reference	CAS-13180-D8Y4D8

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### Executive Summary

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

The following is a report on the major change process undertaken by the HCPC to ensure that programmes 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 report. The Committee meets in public on a regular basis and their decisions are available to view [on our website](#).

### HCPC panel

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

Elizabeth Ross	Hearing aid dispenser
Hugh Crawford	Hearing aid dispenser
Eloise O'Connell	HCPC executive

## Section 2: Programme details

Programme name	BSc (Hons) Healthcare Science (Audiology)
Mode of study	FT (Full time)
Profession	Hearing aid dispenser
First intake	01 September 2012
Maximum student cohort	Up to 20
Intakes per year	1
Assessment reference	MC03679

We undertook this assessment to consider whether the programme continues to meet our standards, following changes reported to us via the major change process. The following is an overview of the changes from the information received via this process.

The education provider has informed the HCPC of a change to the person who has overall professional responsibility for the programme.

### 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
Major change notification form	Yes
Completed major change standards mapping	Yes

### Section 4: Outcome from first review

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

#### Further evidence required

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

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

**3.4 There must be a named person who has overall professional responsibility for the programme who must be appropriately qualified and experienced and, unless other arrangements are agreed, be on the relevant part of the Register.**

**Reason:** On review of the documentation provided, the visitors note that the new programme director is not currently on the relevant part of the HCPC register. The visitors recognise that there may be circumstances where it is appropriate for a programme to be led by someone who is not on the relevant part of the HCPC register. However, the visitors require further information in order to determine how the new programme director will have access to the necessary information and resources for the relevant profession.

**Suggested evidence:** Evidence to demonstrate how the new programme director will have access to necessary information and resources for the relevant profession.

## Section 5: Visitors' recommendation

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

This report, including the recommendation of the visitors, will be considered at the 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 major change process report

Education provider	University of Nottingham
Name of programme(s)	Professional Doctorate in Forensic Psychology, Full time Top up Professional Doctorate in Forensic Psychology, Full time
Date submission received	13 October 2017
Case reference	CAS-12944-X6C7Q7

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### Executive Summary

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

The following is a report on the major change process undertaken by the HCPC to ensure that programmes 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 report. 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:

Stephen Davies	Practitioner psychologist - Clinical psychologist
Nicola Bowes	Practitioner psychologist - Forensic psychologist
Shaista Ahmad	HCPC executive

## Section 2: Programme details

Programme name	Professional Doctorate in Forensic Psychology
Mode of study	FT (Full time)
Profession	Practitioner psychologist
Modality	Forensic psychologist
First intake	01 September 2010
Maximum learner cohort	Up to 10
Intakes per year	1
Assessment reference	MC03538

Programme name	Top up Professional Doctorate in Forensic Psychology
Mode of study	FT (Full time)
Profession	Practitioner psychologist
Modality	Forensic psychologist
First intake	01 September 2010
Maximum learner cohort	Up to 5
Intakes per year	1
Assessment reference	MC03539

We undertook this assessment to consider whether the programme continues to meet our standards, following changes reported to us via the major change process. The following is an overview of the changes from the information received via this process.

The education provider has made changes to the programme management and resources, curriculum and assessments.

### 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
Major change notification form	Yes
Completed major change standards mapping	Yes

### Section 4: Outcome from first review

In considering the evidence provided by the education provider as part of the initial submission, the visitors were not satisfied that there was 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.

**6.1 The assessment strategy and design must ensure that the student who successfully completes the programme has met the standards of proficiency for their part of the Register.**

**Reason:** From the evidence submitted the visitors were unable to establish how the amended assessment strategy of the research methods component will continue to ensure that learners can demonstrate they have achieved the learning outcomes and the standards of proficiency (SOPs). As such, the visitors will need to see how the assessment embeds the learning outcomes and the standards of proficiency to ensure that students completing the programme can practice safely and effectively.

**Suggested evidence:** Further evidence to clarify how the SOPs are embedded into the new assessment strategy so the learning outcomes can be met.

**6.7 Assessment regulations must clearly specify requirements for student progression and achievement within the programme.**

**Reason:** From the evidence submitted the visitors noted that the programme has changed the assessment strategy for the research module. In the new format, learners are required to complete a computerised test of research and statistical competencies (where the pass mark is 70 per cent). If the learners do not meet this requirement, they can still complete the empirical dissertation, but it will not be marked until they resit the examination and achieve the pass mark required. In scrutinising the evidence, the visitors were unclear how the assessment strategy provides a rigorous and effective process to ensure that learners are able to progress and achieve within the programme. As such, the visitors require further information on the rationale behind changing the assessment strategy as indicated in SET 6.1.

**Suggested evidence:** Further evidence to clarify the rationale of the new assessment strategy to ensure progression and achievement within the programme.

## Section 5: Visitors' recommendation

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

This report, including the recommendation of the visitors, will be considered at the 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 major change process report

Education provider	University of Reading
Name of programme(s)	BSc (Hons) Speech and Language Therapy, Full time MSc Speech and Language Therapy, Full time
Date submission received	13 February 2018
Case reference	CAS-13184-H2D5M6

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### Executive Summary

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

The following is a report on the major change process undertaken by the HCPC to ensure that programmes 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 report. 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:

Lorna Povey	Speech and language therapist
Calum Delaney	Speech and language therapist
Shaista Ahmad	HCPC executive

## Section 2: Programme details

Programme name	BSc (Hons) Speech and Language Therapy
Mode of study	FT (Full time)
Profession	Speech and language therapist
First intake	01 September 2001
Maximum learner cohort	Up to 32
Intakes per year	1
Assessment reference	MC03683

Programme name	MSc Speech and Language Therapy
Mode of study	FT (Full time)
Profession	Speech and language therapist
First intake	01 January 2001
Maximum learner cohort	Up to 12
Intakes per year	1
Assessment reference	MC03684

We undertook this assessment to consider whether the programme continues to meet our standards, following changes reported to us via the major change process. The following is an overview of the changes from the information received via this process.

The education provider has informed us that Carol Fairfield now has overall professional responsibility for the programme mentioned above.

### 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
Major change notification form	Yes
Completed major change standards mapping	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 major change process report

Education provider	Regent's University London
Validating body	The Open University
Name of programme(s)	DPsych Counselling Psychology, Full time
Date submission received	20 December 2017
Case reference	CAS-13056-Z8H9B9

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### Executive Summary

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

The following is a report on the major change process undertaken by the HCPC to ensure that programmes 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 report. 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
Kathryn Burgess	Radiographer - Therapeutic radiographer
Shaista Ahmad	HCPC executive

## Section 2: Programme details

Programme name	DPsych Counselling Psychology
Mode of study	FT (Full time)
Profession	Practitioner psychologist
Modality	Counselling psychologist
First intake	01 September 2011
Maximum student cohort	Up to 20
Intakes per year	1
Assessment reference	MC03610

We undertook this assessment to consider whether the programme continues to meet our standards, following changes reported to us via the major change process. The following is an overview of the changes from the information received via this process.

The education provider has informed us that Anna Butcher and Russel Ayling will share the overall professional responsibility for the programme mentioned above.

### Section 3: Requirements to commence assessment

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

<b>Required documentation</b>	<b>Submitted</b>
Major change notification form	Yes
Completed major change standards mapping	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 major change process report

Education provider	St George's, University of London
Name of programme(s)	MSc Physiotherapy (Pre-registration), Full time
Date submission received	30 January 2018
Case reference	CAS-13182-X1V6N8

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### Executive Summary

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The following is a report on the major change process undertaken by the HCPC to ensure that programmes 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 report. 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:

Valerie Maehle	Physiotherapist
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 September 2013
Maximum learner cohort	Up to 25
Intakes per year	1
Assessment reference	MC03682

We undertook this assessment to consider whether the programme continues to meet our standards, following changes reported to us via the major change process. The following is an overview of the changes from the information received via this process.

The education provider informed the HCPC of the appointment of a new programme leader.

### 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
Major change notification form	Yes
Completed major change standards mapping	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 major change process report

Education provider	University of Worcester
Name of programme(s)	BSc (Hons) Paramedic Science, Full time FdSc Paramedic Science, Full time FdSc Paramedic Science (Tech to Para), Full time
Date submission received	14 December 2017
Case reference	CAS-12967-G3D5P5

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### Executive Summary

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The following is a report on the major change process undertaken by the HCPC to ensure that programmes 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 report. 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:

Paul Bates	Paramedic
Kenneth Street	Paramedic
Niall Gooch	HCPC executive

## Section 2: Programme details

Programme name	BSc (Hons) Paramedic Science
Mode of study	FT (Full time)
Profession	Paramedic
First intake	01 September 2017
Maximum student cohort	Up to 120
Intakes per year	1
Assessment reference	MC03561

Programme name	FdSc Paramedic Science
Mode of study	FT (Full time)
Profession	Paramedic
First intake	01 September 2012
Maximum student cohort	Up to 30
Intakes per year	1
Assessment reference	MC03562

Programme name	FdSc Paramedic Science (Tech to Para)
Mode of study	FT (Full time)
Profession	Paramedic
First intake	01 September 2015
Maximum student cohort	Up to 135
Intakes per year	4
Assessment reference	MC03563

We undertook this assessment to consider whether the programmes continue to meet our standards, following changes reported to us via the major change process. The following is an overview of the changes from the information received via this process.

The education provider notified the HCPC that they intended to bring in a phased increase in learner numbers on the BSc (Hons) Paramedic Science, and appoint a new programme lead for the BSc (Hons) Paramedic Science.

### 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
Major change notification form	Yes
Completed major change standards mapping	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 programmes 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](#).