

## HCPC major change process report

Education provider	Anglia Ruskin University
Name of programme(s)	PG Cert Mental Health Practice (Approved Mental Health Professional), Part time
Date submission received	08 November 2017
Case reference	CAS-12988-X8B4X1

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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 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:

Graham Noyce	Approved mental health professional
Jane Hutchison	Approved mental health professional
Shaista Ahmad	HCPC executive

## Section 2: Programme details

Programme name	PG Cert Mental Health Practice (Approved Mental Health Professional)
Mode of study	PT (Part time)
Entitlement	Approved mental health professional
First intake	01 September 2015
Maximum learner cohort	Up to 20
Intakes per year	1
Assessment reference	MC03574

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 that they have made changes to the staff involved within the AMHP programme. There have been changes made to the way practice-based learning is delivered. Placement days have been reduced from 45 to 30. The education provider has made changes to the way practice placements are delivered.

**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.

**D.1 Practice placements must be integral to the programme.**

**Reason:** From a review of the evidence provided, the visitors noted that there was a change in the placement structure so that learners would shadow qualified AMHPs via a rota. Previously, learners undertook their practice based learning within a different mental health team to the one they usually work in. The change now means that they spend 5 days within a mental health setting which is unfamiliar to them. The remaining 25 days is spent “shadowing” and “leading” on mental health assessments supervised by qualified AMHP’s. From the documentation provided, the visitors were unclear as to how the education provider would ensure that practice based learning undertaken at a

learner's normal workplace would constitute a learning experience. For example, if learners are expected to continue with their usual case load, how this experience forms part of the practice-based learning element of the programme. As such, it was unclear whether the placement would ensure that learners can access a full range of experiences whilst on placement.

**Suggested evidence:** Further evidence to demonstrate that the changes to the duration and setting of practice-based learning will allow a learning experience appropriate to the aims of the programme.

**D.2 The number, duration and range of practice placements must be appropriate to support the delivery of the programme and the achievement of the learning outcomes.**

**Reason:** From a review of the evidence provided, the visitors noted that learners will shadow a qualified AMHP on their practice-based learning. This means that the range of experience provided is dependent on the referrals during this period. The reduction of placement days from 45 to 30 may impact on the ability of learners to undertake the required range of experiences, as competencies will need to be covered across a shorter period of time. As such, it was unclear whether the education provider would ensure that learners can gain all experience required. This may also be impacted by learners remaining in their usual workplace for the majority of their practice-based learning, as their usual day-to-day work may take precedence. The visitors were not clear what the expectation of learners as employees would be in this time. Therefore, the education provider must demonstrate how learners are able to progress through their practice-based learning considering the changes to length, and potentially range, to achieve the learning outcomes.

**Suggested evidence:** Further evidence that demonstrates how learners are able to access the required range of settings to support the achievement of the learning outcomes.

**D.6 There must be an adequate number of appropriately qualified, experienced and, where required, registered staff at the practice placement setting.**

**Reason:** From a review of the evidence provided, the visitors noted that there were clear roles for the programme team and practice placement providers outlined in the department map provided in appendix two. However, the visitors were unclear as to what processes are in place to support learning should a learner's practice educator be unavailable. The visitors considered this as especially important due to the reduction in placement days. Therefore, the education provider must demonstrate that the learning environment is appropriately staffed to ensure it is supportive for learners in achieving the required competencies.

**Suggested evidence:** Further evidence to show how the event of unforeseen staff absence will be managed, to ensure learners are supported by appropriately qualified, experienced, and registered staff whilst on placement.

## 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 22 March 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	Anglia Ruskin University
Name of programme(s)	BSc (Hons) Paramedic Science, Full time
Date submission received	11 December 2017
Case reference	CAS-13039-S2H6C3

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### Executive Summary

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## Section 1: Our regulatory approach

### Our standards

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### HCPC panel

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

Glyn Harding	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 2014
Maximum learner cohort	Up to 100
Intakes per year	1
Assessment reference	MC03598

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 intends to make changes to assessment strategy in two modules and to the module descriptor in another module.

### 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.

#### 6.4 Assessment methods must be employed that measure the learning outcomes.

**Reason:** The visitors were able to view evidence relating to changes in assessment in module MOD006072, Professional Role of the Paramedic. The proposed change is that the requirement for a 2000-word paper is removed, leaving a 20-minute oral presentation as the only assessment method. The visitors were not able to see how this oral presentation would adequately measure all the five learning outcomes for the module. For example, they were not able to see how the presentation would measure learning outcome two, which requires that learners “demonstrate analytical appraisal of the diverse nature of the role of the Paramedic both within and outside the NHS”. They were therefore unable to be satisfied that this standard was met.

**Suggested evidence:** Further evidence showing how the oral presentation will enable the education provider to measure all five learning outcomes for the module.

## 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 22 March 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	Birmingham City University
Name of programme(s)	BSc (Hons) Diagnostic Radiography, Full time BSc (Hons) Diagnostic Radiography, Part time
Date submission received	17 January 2018
Case reference	CAS-13163-W0R0N8

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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

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### How we make our decisions

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

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

Gail Fairey	Radiographer - Diagnostic radiographer
Jasmine Oduro-Bonsrah	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 1993
Maximum learner cohort	Up to 129
Intakes per year	1
Assessment reference	MC03666

Programme name	BSc (Hons) Diagnostic Radiography
Mode of study	PT (Part time)
Profession	Radiographer
Modality	Diagnostic radiographer
First intake	01 September 1993
Maximum learner cohort	Up to 129
Intakes per year	1
Assessment reference	MC03667

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 highlighted a change in the management of 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 22 March 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	Bournemouth University
Name of programme(s)	BSc (Hons) Paramedic Science, Full time
Date submission received	19 January 2018
Case reference	CAS-13168-S1N3F7

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### Executive Summary

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## Section 1: Our regulatory approach

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### HCPC panel

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John Donaghy	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 2015
Maximum learner cohort	Up to 35
Intakes per year	1
Assessment reference	MC03670

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 of programme leader which impacts on our 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.

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 22 March 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	Glasgow Caledonian University
Name of programme(s)	BSc (Hons) Physiotherapy, Full time
Date submission received	05 January 2018
Case reference	CAS-13107-S4L9B3

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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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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
Amal Hussein	HCPC executive

## Section 2: Programme details

Programme name	BSc (Hons) Physiotherapy
Mode of study	FT (Full time)
Profession	Physiotherapist
First intake	01 August 1997
Maximum learner cohort	Up to 78
Intakes per year	1
Assessment reference	MC03639

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 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.

<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 22 March 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	Queen Margaret University
Name of programme(s)	Pharmacology for Podiatrists, Part time
Date submission received	29 November 2017
Case reference	CAS-13006-C7D5S3

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### Executive Summary

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## Section 1: Our regulatory approach

### Our standards

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### HCPC panel

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

Catherine Smith	Chiropodist / podiatrist (Prescription only medicines – sale / supply)
Jasmine Oduro-Bonsrah	HCPC executive

## Section 2: Programme details

Programme name	Pharmacology for Podiatrists
Mode of study	PT (Part time)
Entitlement	Prescription only medicines – sale / supply
First intake	01 September 2007
Maximum learner cohort	Up to 24
Intakes per year	1
Assessment reference	MC03579

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 told the HCPC about the change in programme leadership as the previous programme leader has retired from the programme.

### Section 3: Requirements to commence assessment

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<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 22 March 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	Queen Margaret University
Name of programme(s)	BSc (Hons) Physiotherapy, Full time
Date submission received	12 December 2017
Case reference	CAS-13043-Q8Y5R9

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Fleur Kitsell	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 October 1996
Maximum learner cohort	Up to 26
Intakes per year	1
Assessment reference	MC03600

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 changed 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 22 March 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	Queen Margaret University
Name of programme(s)	Aptitude Test in Hearing Aid Dispensing, Distance learning
Date submission received	05 January 2018
Case reference	CAS-13055-Y3F7N1

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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:

Hugh Crawford	Hearing aid dispenser
Richard Sykes	Hearing aid dispenser
Mandy Hargood	HCPC executive

## Section 2: Programme details

Programme name	Aptitude Test in Hearing Aid Dispensing
Mode of study	DL (Distance learning)
Profession	Hearing aid dispenser
First intake	01 September 2014
Maximum learner cohort	Up to 10
Intakes per year	2
Assessment reference	MC03609

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 indicated that it would like to open up admissions to the Aptitude Test in the Hearing Aid Dispensing programme for those who qualified outside of the UK. The education provider has stated that these applicants would be required to have registered as an audiologist with the Registration Council for Clinical Physiologists (RCCP) and currently be working as an audiologist in the UK.

### 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 01 March 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)	BSc (Hons) Physiotherapy, Full time
Date submission received	05 February 2018
Case reference	CAS-13179-S3X3N7

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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:

Joanna Jackson	Physiotherapist
Eloise O'Connell	HCPC executive

## Section 2: Programme details

Programme name	BSc (Hons) Physiotherapy
Mode of study	FT (Full time)
Profession	Physiotherapist
First intake	01 September 1999
Maximum learner cohort	Up to 73
Intakes per year	1
Assessment reference	MC03678

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 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 22 March 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	Staffordshire University
Name of programme(s)	BA (Hons) Social Work, Full time BA (Hons) Social Work, Part time
Date submission received	12 January 2018
Case reference	CAS-13113-G7S7J0

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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:

Michael Branicki	Social worker
Graham Noyce	Social worker
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 July 2003
Maximum learner cohort	Up to 50
Intakes per year	1
Assessment reference	MC03641

Programme name	BA (Hons) Social Work
Mode of study	PT (Part time)
Profession	Social worker in England
First intake	01 February 2009

Maximum learner cohort	Up to 15
Intakes per year	1
Assessment reference	MC03642

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 Jessica Wagner will replace the current programme leader, for the programmes mentioned above. This change impacts SET 3.4 (the named person who has overall professional responsibility for the programme must be appropriately qualified and experienced).

### 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 22 March 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 Wolverhampton
Name of programme(s)	Professional Doctorate in Counselling Psychology (DcounsPsy), Part time Professional Doctorate in Counselling Psychology (DcounsPsy), Full time
Date submission received	29 November 2017
Case reference	CAS-13007-G0P8N9

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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:

Gareth Roderique-Davies	Practitioner psychologist - Health psychologist
Jai Shree Adhyaru	Practitioner psychologist - Counselling psychologist
Shaista Ahmad	HCPC executive

## Section 2: Programme details

Programme name	Professional Doctorate in Counselling Psychology (DcounsPsy)
Mode of study	PT (Part time)
Profession	Practitioner psychologist
Modality	Counselling psychologist
First intake	01 September 2014
Maximum learner cohort	Up to 1
Intakes per year	1
Assessment reference	MC03582

Programme name	Professional Doctorate in Counselling Psychology (DcounsPsy)
Mode of study	FT (Full time)
Profession	Practitioner psychologist
Modality	Counselling psychologist
First intake	01 January 2004
Maximum learner cohort	Up to 18
Intakes per year	1
Assessment reference	MC03583

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 there have been some staffing changes for the programme. Ruth Hare is now employed on a part-time basis. Helen Hewson has been appointed as a senior lecturer, placement lead and deputy to the programme director on a full time 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
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 22 March 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](#).