HCPC major change process report

Education provider	University of East Anglia
Name of programme(s)	BSc (Hons) Speech and Language Therapy, Full time
	MSci Speech and Language Therapy, Full time
Date submission received	14 October 2019
Case reference	CAS-15393-F4J5L3

Contents

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:

Caroline Sykes	Speech and language therapist
Catherine Mackenzie	Speech and language therapist
Patrick Armsby	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 2004
Maximum learner cohort	Up to 45
Intakes per year	1
Assessment reference	MC04472

Programme name	MSci Speech and Language Therapy
Mode of study	FT (Full time)
Profession	Speech and language therapist
First intake	01 September 2020

Maximum learner cohort	Up to 5
Intakes per year	1
Assessment reference	MC04483

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 run an integrated master's (MSci) programme alongside the current BSc programme. All learners will complete the relevant learning outcomes to be eligible for to apply for registration in the first three years of the programme. However, learners on the MSci programme will complete an alternative module to the dissertation at the end of the BSc programme. Then in year 4 modules will be offered that allow learners to demonstrate appropriate masters level learning.

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.

2.1 **The admissions process must give both the applicant and the education provider the information they require to make an informed choice about whether to take up or make an offer of a place on a programme.**

Reason: To evidence this standard the education provider has provided an open day presentation for the programmes, a flow chart of the transfer points and requirements

for the programmes and the marketing course overview for the MSci. The visitors were made aware that learners can apply for both the BSc (Hons) and MSci as separate programmes with differing entry requirements but also that learners would have the opportunity to transfer between each programme as they progressed through the course. The visitors noted that the marketing course overview did not state this possibility for potential applicants, nor did the open day presentation. Additionally, the education provider has intended that the MSci programme would be approved for five learners. The visitors could not determine the mechanism if the MSci programme was 'full' from initial applicants. The education provider highlighted in the flow chart that transfer was possible depending on learners progressing with 60% in years one and two. The visitors considered that the evidence suggests transfer onto the MSci is solely based on a learner's progression. The visitors considered that the information available for potential applicants does not confirm the full process and criteria for learners to transfer between the programmes. For example, the visitors considered that it would be possible for learners to enrol on the BSc (Hons) programme and then be unable to transfer onto the MSci should the programme be already at maximum capacity. The education provider must ensure that potential applicants and learners currently on the BSc (Hons) programme are aware of the process and criteria for transfer between the programmes. The visitors need to see clear information about the application process and route onto each programme will allow learners to make an informed decision about whether to take up a place on each programme.

Suggested evidence: Evidence to show the application process for the programme and how this will be communicated to learners from differing routes of application

3.1 The programme must be sustainable and fit for purpose.
3.9 There must be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.
3.12 The resources to support learning in all settings must be effective and appropriate to the delivery of the programme, and must be accessible to all learners and educators.

Reason: To evidence this standards the education provider highlighted a document that provided an overview of resourcing and presented the staff team in the MSci staff handbook. The education provider has indicated that the five additional learners on the MSci programme will be taught by the existing BSc (Hons) teaching staff listed in the handbook. The visitors noted that there are currently 11 members of the teaching team but could not see the proportion of their time spent working on the programme. The visitors could not see how the teaching team's working time would be diverted to working on the MSci programme and how they will ensure this does not affect the BSc (Hons) programme. The education provider must ensure that there is sufficient staffing for both programmes whilst also considering any other potential commitments for staff outside the BSc (Hons) and MSci programmes.

Furthermore, the resourcing document stated that the modules will be appropriately resourced. However, the visitors were unable to see specific evidence of how the education provider has ensured this. The visitors were also unable to view the teaching activities that are specific to the MSci programme and so were unable to confirm that the appropriate recourse are in place. The education provider must show that programme resources will be readily available for all learners and educators and are used effectively to support the required learning and teaching activities of the programme.

As the visitors cannot confirm that teaching and physical resources are being appropriately and effectively shared between the BSc (Hons) and MSci programmes, they cannot also confirm that the MSci programme is currently sustainable. The education provider must show that the MSci programme is appropriately staffed and resourced whilst also ensuring that there is no detriment to the BSc (Hons) programme.

Suggested evidence: Evidence to show the number of staff in place are adequate to deliver an effective programme. Evidence to show the resources to support learning in all settings are effective and appropriate to the delivery of the programme, and must be accessible to all learners and educators.

4.3 The programme must reflect the philosophy, core values, skills and knowledge base as articulated in any relevant curriculum guidance.
4.4 The curriculum must remain relevant to current practice.

Reason: To evidence these standards the education provider highlighted their Royal College of Speech and Language Therapist (RCSLT) mapping document for the BSc (Hons) programme, the MSci handbook and a copy of RCSLT's published curriculum guidance. As the RCSLT mapping document related only to content in the BSc (Hons) the visitors could not confirm that the content in the MSci is relevant to current practice or reflects the philosophy, core values, skills and knowledge base as articulated in curriculum guidance. The MSci handbook has stated that the programme content and learning outcomes have been informed by RCSLT curriculum guidance but the visitors were unable to view any descriptions of what specifically would be covered in the MSci year. The visitors could therefore not judge that the content in the MSci would be relevant to current practice or reflect the reflects the philosophy, core values, skills and knowledge base as articulated in curriculum guidance. The education provider must demonstrate that the curriculum for the MSci programme is relevant to current practice and reflects the philosophy, core values, skills and knowledge base as articulated in relevant curriculum guidance.

Suggested evidence: Evidence to show that the MSci programme curriculum remains relevant to current practice and reflects the philosophy, core values, skills and knowledge base of the profession.

3.6 There must be an effective process in place to ensure the availability and capacity of practice-based learning for all learners.
5.5 There must be an adequate number of appropriately qualified and experienced staff involved in practice-based learning.

Reason: The education provider has indicated there will be five additional learners on the MSci programme. However, as discussed above in the request for further evidence around standard 2.1, the visitors were unclear if learners would come directly from the existing BSc or would apply directly onto the MSci programme. The visitors considered there could potentially be an additional 5 learners taking part in practice-based learning and could not see how the education provider and partner organisations would resource the extra learners. The education provider must clarify if extra capacity is required, how they will ensure this and that there is an adequate number of appropriately qualified and experienced staff available.

Suggested evidence: Evidence to show how capacity and availability of practice-based learning will be ensured for additional learners on the programme. Evidence to show how numbers of appropriately qualified and experienced practice-based learning staff will be ensured for the additional learners.

4.2 The learning outcomes must ensure that learners understand and are able to meet the expectations of professional behaviour, including the standards of conduct, performance and ethics.

6.2 Assessment throughout the programme must ensure that learners demonstrate they are able to meet the expectations of professional behaviour, including the standards of conduct, performance and ethics.

Reason: The standards above relate to the teaching and assessment of professional behaviour including the standards of conduct, performance and ethics (SCPEs) throughout the programme. As the visitors were unable to see the teaching content of the MSci they were unable to determine that the programme and learning outcomes ensure the SCPEs are sufficiently covered throughout the programme. The education programme must show that the programme ensure learners understand and are able to meet the expectations of professional behaviour. Furthermore, they must show how assessment throughout the MSci programme ensures that learners are able to demonstrate they meet the expectations of professional behaviour.

Suggested evidence: Evidence to show that the MSci programme ensures learners are able to understand and demonstrate understanding of the expectations of professional behaviour including the SPCEs.

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 25 March 2020 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available on our website.