

Education - Approvals and Monitoring Department – Abigail Creighton

Approval visits 2006/07

The department have spent the summer months finalising the majority of the work from the last academic year's visits.

141 programmes were visited during the 2006/07 academic year (over 83 visits). 136 of these programmes will have had their programme approval confirmed ahead of the start of the 2007/08 academic year (28 programmes are due to be considered at the Education and Training Panel on 27 Sept 07). Of the remaining 5 programmes, 3 will hopefully be considered at the October meeting of the Education and Training Panel and 2 are due to be considered at a later panel as they relate to Jan/Feb 08 starts.

In summary, this means that 96% of programmes have been approved in time for the new academic year causing minimal uncertainty for education providers and students over the status of their programme. Of the 3 programmes hoping to be considered at the October meeting of the Education and Training Panel, 2 were visited in the last week of June and one involved a second follow up visit in early September 2007. This reinforces that the requirement of a visit being no less than three months before the start of the programmes is appropriate and necessary.

Approval visits 2007/08

There are 22 visits scheduled for the new academic year. The table below gives a summary.

Date	Education Provider	Profession	Reason for Visit
Oct 2007	City University	SP	New programme
Oct 2007	University of Derby	OT	Major change
Oct 2007	University of Plymouth	PA	New programme
Nov 2007	The Robert Gordon University	RA	Major change

Nov 2007	Coventry University	BS	New programme
Nov 2007	York St John University	OT/PH	Major change
Nov 2007	University of Ulster	BS	New programme
Jan 2008	University West of England	PS	New programme
Jan 2008	University of Cumbria	OT/PH	New programme & major change
Feb 2008	Defence Medical Education & Training	PS	New programme
Feb 2008	University of Leeds	RA	Major change
Feb 2008	Manchester Metropolitan	SL	New programme
Feb 2008	University of Nottingham	DT	Major change
Feb 2008	University of Central Lancashire	PH	New programme
March 2008	University of Worcester	AS	New programme
March 2008	University of Wolverhampton	BS	New programme
March 2008	The Open University	PS/ODP	New programme
April 2008	University of Plymouth	OT/PH/DT/CH	Major change
April 2008	University of Liverpool	RA/OT/OR/PH	Major change
April 2008	Coventry University	OT/PH/ODP/PS/DT	Major change
May 2008	University of Portsmouth	BS	New programme
June 2008	Middlesex University	BS	New programme

Compared to this time last year, the number of visits in the schedule is noticeably less and we have not reached capacity for any months yet. The Department intend to remind education providers in early October of the requirement of six months notice of a visit which wish to start in September 2008. The capacity in the visit schedule will allow the visits to the paramedic IHCD programmes (16 in total) to be accommodated for relatively easily.

Annual Monitoring

The department have spent the summer months finalising this academic year's annual monitoring work.

This year we have received 114 audit submissions and 236 declaration submissions. To date, all programmes that completed a declaration submission have been approved as continuing to meet our standards. 96 of the programmes that completed an audit submission have been approved as continuing to meet our standards. 7 programmes are due to be considered at the Education and Training Panel on 27 Sept 07. All of the 11 outstanding programmes will hopefully be considered at the October meeting of the Education and Training Panel.

The tables below summarise the consideration of the audit submissions.

Method of assessment	Number of submissions
Assessor Day	103
Postal	11

Assessor Day	Number considered	Number signed off at day	Number requested more information
20/02/2007	19	14	5
20/04/2007	46	39	7
22/05/2007	29	22	7
03/07/2007	9	6	3
		(79%)	(21%)

Minor and Major Changes

The Department has received 25 minor/major change submissions between 1 July 2007 and 12 September 2007.

The average time for a minor/major change submission to be considered is still three months. This is taken from the date it is received in the department to the date it is considered by an Education and Training Panel.

Presentations to Education Providers

The department have spent the summer months preparing for the annual presentations to education providers. The venues and dates are as follows;

October	Edinburgh, London
November	Belfast, Cardiff and Sheffield
December	London

Partners

In June 2007, the Department began the visitor reappointment process, in collaboration with the Partner Manager. The total number of visitors has reduced from 195 to 137. 37 visitors chose to step down and 10 visitors were not reappointed.

Total number of visitors at the beginning of the reappointments process	195	
Number of visitors <i>not</i> due for reappointment	79	
Number of council members due to step down	10	
Number of visitors due for reappointment	106	
Number of visitors who stepped down	39	(37%)
Number of visitors who were reappointed	56	(53%)
Number of visitors who were not reappointed	11	(10%)

Following the recent re-appointments process and the stepping down of a number of visitors, we now have insufficient numbers for the business needs. It has been agreed with the Partner Manager that advertisements for visitors in the following professions will be made in autumn 2007 – Occupational therapists (clinicians); Dietitians, Dramatherapists and Operating department practitioners.

Workplan projects

The department has spent a lot of time over the last three months focusing on the projects outlined in the work plan for 2008-09.

The table below provides an update on the progress to date for each of the projects. Of the 14 projects, one has been completed and one has been put on hold. The remaining 12 projects are ongoing. Some are ahead of their schedule, whilst others are slightly behind. The prioritisation of individual projects has been revisited since April 2007 to account for changes in resources (staffing and time) and the workflow of the operational processes.

Project title	Project summary (as detailed in the workplan)	Progress to date
List of approved programmes	The Approvals and Monitoring department, in conjunction with the Communications department, aim to produce one definite list of approved programmes, which will provide accurate and relevant information for a wide range of users (e.g. prospective students, registrants, employees, education providers and colleagues in the Registrations department). This will involve the completion of the current review of all information handed over from predecessor bodies, including Privy Council and professional body records.	<ul style="list-style-type: none"> Review of all available information completed. Website updated with accurate information for all open approved programmes. Separate paper to be considered at this meeting of the Education and Training Committee
LISA programme list	The Approvals and Monitoring department is currently responsible for maintaining information about approved programmes in two different areas: the bespoke approvals and monitoring database and the online register. The	<p>Project on-hold</p> <ul style="list-style-type: none"> The start of this project has been delayed due to the realisation that employees in the approvals and monitoring department do not have the correct

	Registrations department is currently responsible for maintaining information about approved programmes in a third area; LISA (the bespoke registrations database). Until a time whereby an IT solution can be found to link all three systems, the Approvals and Monitoring department will take over responsibility for the information in LISA. This will hopefully help ensure information is consistent and accurate and entered into LISA in a timely manner. In 2007-2008, there will be a period of training for staff in the Approvals and Monitoring department, followed by periods of data verification and assimilation, before incorporating the updating of future information in LISA into our main operational processes.	level of access to LISA. The LISA access rights project has been initiated and it is proposed that the project will complete on 21 March 2008. After which, the department will be able to complete this project. In the meantime, current data on LISA has been obtained to help future work.
Withdrawing approval	The Council need to withdraw approval from a number of programmes which are either no longer running or have been superseded by new programmes to ensure that all new graduates meet the standards of proficiency. The Health Professions Order allows the register of approved programmes to include a part which lists programmes which are no longer approved, together with a record of the	<ul style="list-style-type: none"> Review of all available information completed. Programmes identified for withdrawal of approval. Process discussed with legal advisor. Separate paper to be considered at this meeting of the Education and Training Committee.

	periods in respect of which they were approved. The Approvals and Monitoring department need to complete their current review of information handed over from predecessor bodies, including Privy Council and professional body records, to establish a definite list of historical programmes, before this project can begin.	
Visitors' reports	The Approvals and Monitoring department aim to produce a new style visitors report and move the responsibility of drafting them in-house (i.e. from visitors to education officers). It is hoped that this new system will help increase the consistency between reports and improve their helpfulness in terms of communicating information to a wide range of audiences (e.g. prospective students, registrants, education providers and committee members). Training for education officers in report writing will be carried out in 2007-2008 and the visit schedule in the 2007-2008 academic year planned to allow time for this new task.	<ul style="list-style-type: none"> • Training for education officers completed. • First draft of new style visitors report considered by department employees. • It is hoped that the Education and Training Committee will be asked to approve a new style report at the next meeting in December 2007.
Conditions catalogue	In 2006-2007, the Approvals and Monitoring department produced their first annual report. The current approvals and monitoring database does not have the capacity to record the number and type of	<ul style="list-style-type: none"> • Preliminary work has been carried out on designing an IT solution to facilitate this project.

Advertising protocol	In 2006-2007, the Approvals and Monitoring department produced a protocol to ensure that education providers had guidelines to assist them when advertising their programmes. This was circulated to all education providers and published online. In 2007-2008, the department intends to monitor the effectiveness of this mailing and contact education providers who continue to advertise in a misleading manner. This preventive work will hopefully help reduce the correspondence received from prospective students, registrants and employees seeking clarification on whether we approve a programme, or not.	<ul style="list-style-type: none"> • Preliminary work has been carried out on agreeing how best to monitor the effectiveness of the protocol.
Professional body programmes	The Council need to visit the two programmes which the biomedical science and clinical science professional bodies run	<ul style="list-style-type: none"> • Extensive research has been carried out on how the two professional body

Date
2007-09-12

Ver.
a

Dept/Cmte
EDU

Doc Type
PPR

Title
Education Manager Report - E&T Committee - Sept 07

Status
Draft
DD: None

Int. Aud.
Public
RD: None

	<p>in, to ensure that all graduates meet our standards of proficiency. These programmes have never been visited by the HPC due to the atypical nature of their delivery and resourcing levels. The Approvals and Monitoring department intend to research these programmes and recommend a model for approval, based on the standard approval process. It is likely that adaptations may need to be made to the standard documentation, agenda and visitor panel. The department are aiming to visit these programmes during the 2007-2008 academic year.</p>	<p>certificates are designed and delivered.</p> <ul style="list-style-type: none"> • A draft mapping of the two programmes to the standards of education and training has been started, with the aim of establishing if any adaptations to the standard documentation, agenda and panels will need to be made. • It is hoped that the Education and Training Committee will receive a detailed update on this project at the next meeting in December 2007. 		<p>their current 'information gathering' exercise and recommend a model and timescale for approval of all IHCD programmes. The department are aiming to visit these programmes during the 2007-2008 academic year.</p>	<p>been carried out on how the IHCD programme is designed and delivered.</p> <ul style="list-style-type: none"> • A draft mapping of the IHCD programmes to the standards of education and training has been started, with the aim of establishing if any adaptations to the standard documentation, agenda and panels will need to be made. • It is hoped that the Education and Training Committee will receive a detailed update on this project at the next meeting in December 2007.
IHCD paramedic programmes	<p>The Council need to visit all IHCD programmes (paramedic training run in ambulance trusts) to ensure that all graduates meet our standards of proficiency. These programmes have never been visited by the HPC, due to the atypical nature of their delivery and more recently, due to the uncertainty in terms of their future role in paramedic education in the UK. All IHCD programmes were subject to annual monitoring during the last academic year. The Approvals and Monitoring department intend to complete</p>	<ul style="list-style-type: none"> • The June 2007 meeting of the Education and Training Committee agreed to the approval of 16 IHCD programmes. • The 'information gathering' exercise has now been completed, so the department has an accurate and up-to-date list of contacts as well as an idea of the future delivery of IHCD programmes across the UK. • Extensive research has 		<p>Entitlements approvals and monitoring</p> <p>The Approvals and Monitoring department, in conjunction with the Policy and Standards department, aim to review the approval and monitoring processes of post-registration entitlements in supplementary prescribing, prescription only medicine and local anaesthetics, to ensure they are fit for purpose and not overly burdensome for education providers. In 2007-2008, the department will oversee proposed changes to how the HPC approve entitlements modules, which</p>	<ul style="list-style-type: none"> • The June 2007 meeting of the Education and Training Committee considered papers on the approval of programmes leading to entitlements under the Prescription Only Medicines (Human Use) Order 1997. • Education providers have been informed of the changes to how new POM and LA programmes will be approved in the future.

Date
2007-09-12

Ver.
a

Dept/Cmte
EDU

Doc Type
PPR

Title
Education Manager Report - E&T Committee - Sept 07

Status
Draft
DD: None

Int. Aud.
Public
RD: None

	are part of approved pre-registration programmes and how the HPC deal with entitlement programmes approved historically by predecessor bodies. The department is also likely to assist in the PLG and consultation work on new post registration standards and oversee the HPC consideration of approval	<ul style="list-style-type: none"> • Education providers have been informed the historical approval of POM programmes. • Education providers have been informed of how they can deliver POM programmes which were approved historically, but have not been delivered for a number of years. • The 'information gathering' exercise to confirm the detail of the historically approved POM programmes to go onto the list of approved programmes has begun. 			Committee will receive a detailed update on this project at the next meeting in December 2007.
Minor/major change process	The department intend to comprehensively review the process during 2007-2008, based on the experiences of running it for the first time. At this stage, it is anticipated that substantial changes may need to be made to fix common misunderstandings made by education providers and visitors as well as burdensome overlaps with the approval process. The review with re-consider the relationship with the approval process, to ensure a closer alignment with our standards and a clearer and easier to understand process	<ul style="list-style-type: none"> • Extensive research has been carried out on how the existing minor/major change process has run for the last two years. • A report of findings was considered at a department employee away day. A number of recommendations to feed into the remainder of the project were agreed. (A report is attached for your information). • It is hoped that the Education and Training 	Result of current consultation on the standards of proficiency	The Policy and Standards department is currently overseeing the consultation on the standards of proficiency. It is assumed that results of this consultation will be considered by Council in mid 2007, with the publication of appropriately revised standards soon thereafter. The Approvals and Monitoring department intend to assess the impact of changes to these standards on their processes and determine how education providers should inform the HPC that their approved programmes continue to meet these standards	<ul style="list-style-type: none"> • Initial work has been carried out on establishing the scope of this project. • A mapping between the 'old' and 'new' standards of proficiency has been started, with the aim of establishing where the changes have been made and how these changes might affect programme design.
			Result of current standards of education and training 6.7.5 consultation	The Policy and Standards department is currently overseeing the consultation on the standard of education and training 6.7.5. It is assumed that results of this consultation will be considered by Council in mid 2007, with the publication of an appropriately revised standard soon thereafter.	<p>Project complete</p> <ul style="list-style-type: none"> • Education providers informed of the changes • Education providers informed of the procedure for making a change to their external examiner in light of the change to the SET. • Visitors informed of the changes • Visitors alerted to the potential new work if

		<p>education providers changed their external examiner in light of the change to the SET</p> <ul style="list-style-type: none"> • All forms/reports updated with the new SET wording. • All publications updated with the new SET wording • Website updated with a 'news' section
Complaint procedure about an approved programme	<p>The Approvals and Monitoring department plan to assist the Policy and Standards department, in producing a robust procedure which allows the HPC to receive and consider a complaint about an approved programme. These complaints may come in from a wide range of sources (e.g. students, graduates, registrants, employees, education providers and colleagues in the Registrations department). There is currently no procedure to deal with complaints and the departments wish to formulate a fair, consistent and easily accessible procedure.</p>	<ul style="list-style-type: none"> • The June 2007 meeting of the Education and Training Committee received an initial paper. • Wide-ranging research has been carried out in response to the Education and Training Committee's comments on the initial paper. • Separate paper to be noted at this meeting of the Education and Training Committee • It is hoped that the Education and Training Committee will receive a detailed update on this project at the next meeting in December 2007
Overseas programme approval	<p>The department intend to investigate the possibility of UK education providers delivering both entire programmes overseas (through collaborative</p>	<ul style="list-style-type: none"> • Preliminary research has been carried out on this project. • It is hoped that the Education and Training

	<p>provision or partnership agreements) and placement components and the potential impact of this the current approval process. We have received indications that some UK education providers are looking to deliver programmes or placements outside the UK. The department hope to work proactively to consider the legal and financial implications of approving programmes delivered outside the UK.</p>	<p>Committee will receive a detailed update on this project at the next meeting in December 2007.</p>
--	--	---

Communication with Stakeholders

The department has contacted education providers about the following areas over the last two months;

- Changes to SET 6.7.5
- Changes to the approval process for standalone prescription only medicine programmes
- Visit schedule for 2007/08

The department has published the first Approvals and Monitoring Annual report. Copies will be mailed to key providers and available at forthcoming listening events and presentations to education providers.

Employees

Barry Molloy joined the Department in July 2007, as a new Education Administrator. Unfortunately, Daljit Mahoon (Education Officer) resigned and left the Department in August 2007.

The Department is intending to recruit for two Education Officers in Oct 2007 to fill the current vacancies. The Department was unsuccessful in appointing a replacement for Chris Hipkins in July 2007, following interviews in July 2007.

The department has had three training/development days over the last three months. The first session focused on report writing and has helped initiate the review of the visitors report (an identified project in this year's workplan) as

well as training the education officers to take on the role of drafting visitors' reports after approval visits.

The second session focussed on presentation skills and was preparation for those employees due to produce and deliver the presentations to education providers this autumn.

The third session was a review day and focussed on the two monitoring processes. Employees considered feedback from education providers and visitors on their experiences of the annual monitoring and minor/major change processes, alongside statistical data from the department database. Short term suggestions were made for operational enhancements (e.g. refining forms, reprioritising the availability and combination of visitors at assessment days) as well as long term recommendations for inclusion in the minor/major change review project and next annual report.

Date
2007-09-12

Ver.
a

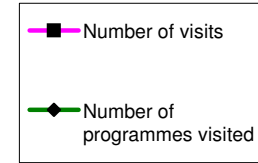
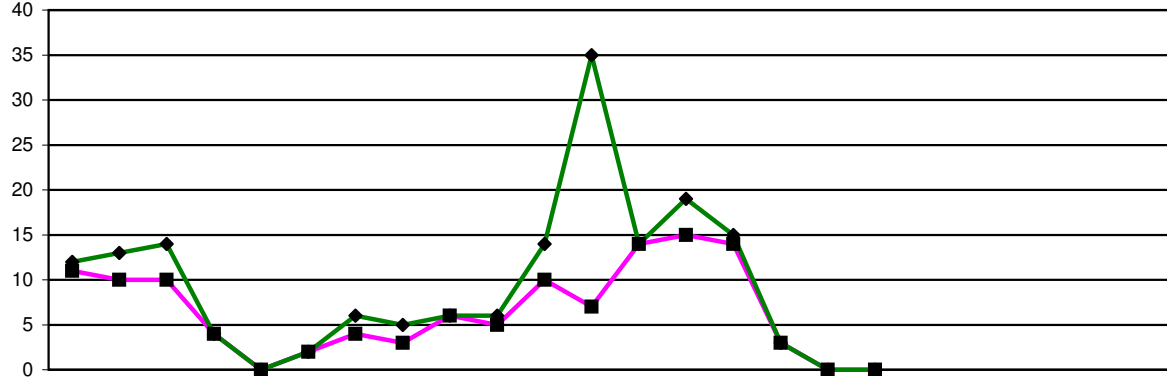
Dept/Cmte
EDU

Doc Type
PPR

Title
Education Manager Report - E&T Committee - Sept 07

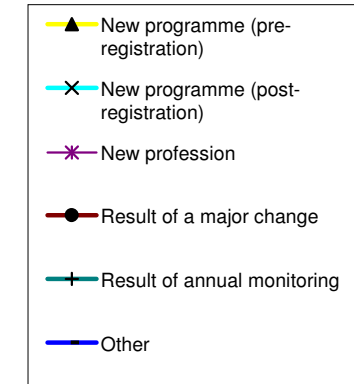
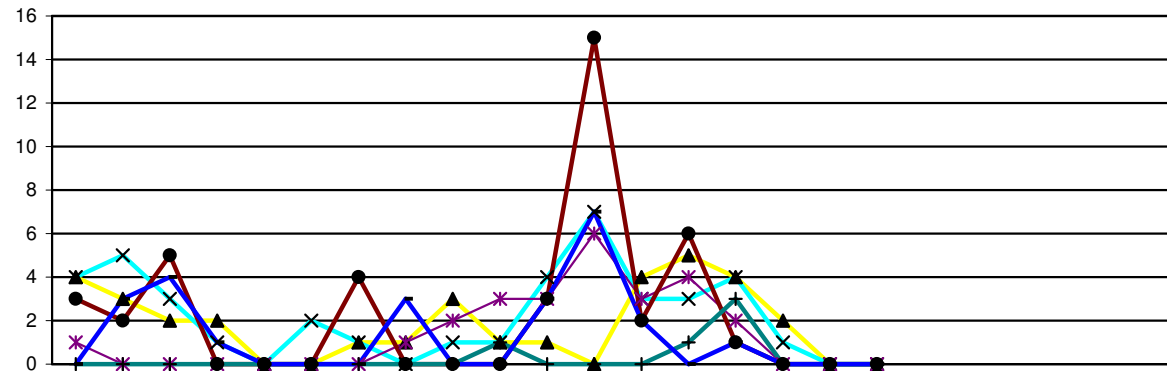
Status
Draft
DD: None

Int. Aud.
Public
RD: None



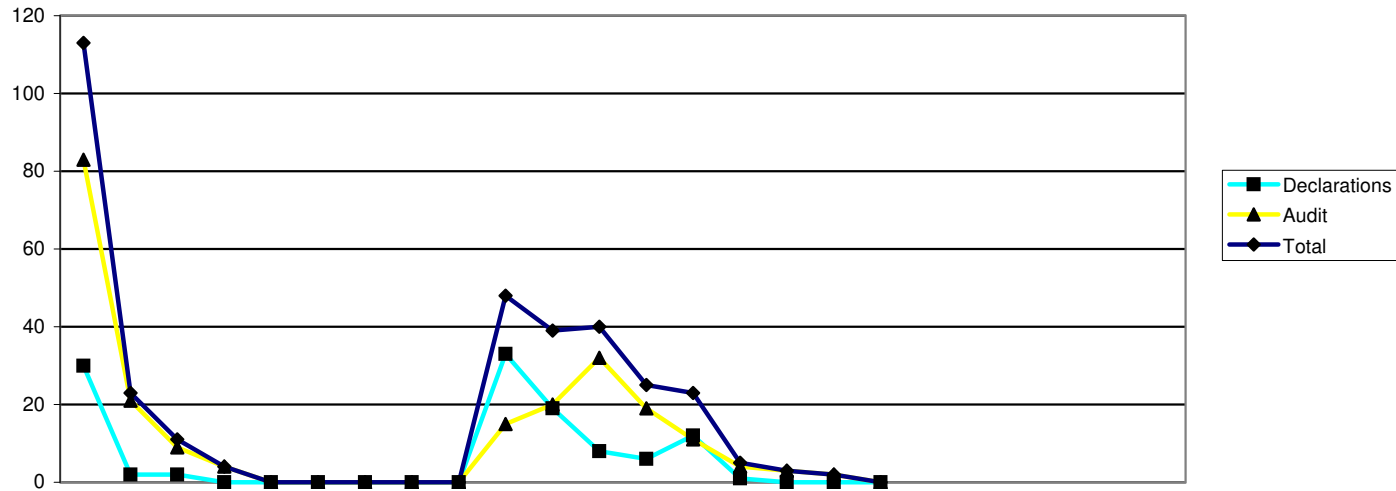
	2006			2007									2008											
	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Overview of approvals																								
Number of visits	11	10	10	4	0	2	4	3	6	5	10	7	14	15	14	3	0	0						
Number of programmes visited	12	13	14	4	0	2	6	5	6	6	6	14	14	19	15	3	0	0						

2004/5	2005/6	2006/7	2007/8
FYE	FYE	FYE	YTD
0	0	101	46
0	5	117	51



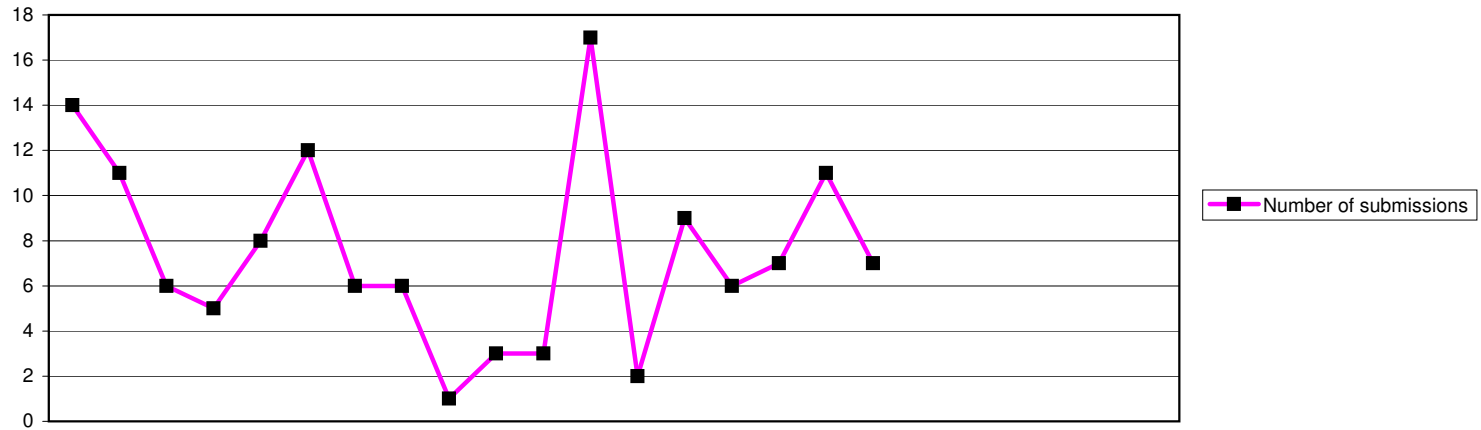
	2006			2007									2008											
	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Reason for programme visited																								
New programme (pre-registration)	4	3	2	2	0	0	1	1	3	1	1	0	4	5	4	2	0	0						
New programme (post-registration)	4	5	3	1	0	2	1	0	1	1	4	7	3	3	4	1	0	0						
New profession	1	0	0	0	0	0	0	1	2	3	3	6	3	4	2	0	0	0						
Result of a major change	3	2	5	0	0	0	4	0	0	0	3	15	2	6	1	0	0	0						
Result of annual monitoring	0	0	0	0	0	0	0	0	0	1	0	0	0	1	3	0	0	0						
Other	0	3	4	1	0	0	0	3	0	0	3	7	2	0	1	0	0	0						
Total	12	13	14	4	0	2	6	5	6	6	14	35	14	19	15	3	0	0						

2004/5	2005/6	2006/7	2007/8
FYE	FYE	FYE	YTD
0	0	18	15
0	5	29	11
0	5	16	9
0	5	32	9
0	5	1	4
0	5	21	3
0	25	117	51



Annual monitoring submissions	2006			2007									2008												
	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	
Declarations	30	2	2	0	0	0	0	0	0	33	19	8	6	12	1	0	0	0							
Audit	83	21	9	4	0	0	0	0	0	15	20	32	19	11	4	3	2	0							
Total	113	23	11	4	0	0	0	0	0	48	39	40	25	23	5	3	2	0							

2004/5	2005/6	2006/7	2007/8
FYE	FYE	FYE	YTD
0	113	94	19
0	51	184	39
0	164	278	58



	2006			2007									2008											
	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Minor/major change submissions																								
Number of submissions	14	11	6	5	8	12	6	6	1	3	3	17	2	9	6	7	11	7						

2004/5	2005/6	2006/7	2007/8
FYE	FYE	FYE	YTD
0	113	92	42

Health Professions Council
Education and Training Committee

Appendix to Manager's report

Major / minor change process analysis and review 2004-2007

This report is an analysis and review of data pertinent to the major / minor change process from each of the three Education – Approvals and Monitoring Department processes. The report is broken into three sections relating to data from:

- the major / minor change process;
- the annual monitoring process; and
- the approval process.

The report has been reviewed at the Education – Approvals and Monitoring away day in August 2007. Following this review some of the recommendations have been updated to reflect the direction in which the department sees the major / minor change process developing.

At this time, the recommendations are only internal and not yet intended for approval by the Education and Training Committee.

Contents

Section 1 - Major / minor change process data	2
Section 2 - Annual monitoring process major change data	6
Section 3 - Approval process major change data	9
Summary of findings	14
Recommendations on findings	14
Additional areas of review from away day	15

Date	Ver.	Dept/Cmte	Doc Type	Title	Status	Int. Aud.
2007-09-10	b	APV	PPR	Major Change Paper Appendix	Draft	Internal
					DD: None	RD: None

Section 1 - Major / minor change process data

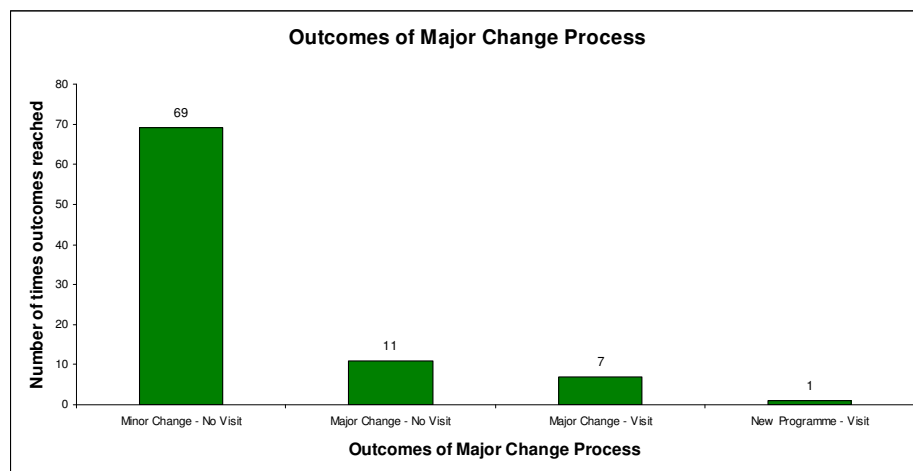
This section of the report displays and analyses data taken directly from the major / minor change process.

Overview of all submissions

The total number of programmes submitted to the major / minor change process is 178. The 178 programmes were received in 111 submissions. As the programmes can be assessed together, it is more useful in this analysis to consider the number of submissions rather than programmes because payment to visitors is based on a submission. Also, it is typical that programmes submitted together are subject to the same changes.

Of the 111 submissions, 88 have had decisions made on the nature of the change described. The table and graph below illustrate the breakdown of the number of times each outcome has been reached in the 88 submissions.

Outcome	Number of Times Outcome reached
Minor Change - No Visit	69
Major Change - No Visit	11
Major Change - Visit	7
New Programme - Visit	1



It is apparent that the majority of submissions were determined to be minor changes. As minor changes do not require submission through the major / minor change process and can be effectively assessed at the next annual monitoring audit, it could be considered that the majority of submissions that we receive currently are not required. There is a related cost implication to this.

Based on the assumption that two visitors will assess each major change submission it is possible to determine the impact of submissions that are later deemed to be minor. Below is a table indicating the cost derived from partner fees for the assessment. The table only uses data covering the current and last financial years to allow an accurate comparison between projected and actual spend.

Outcome	Cost of Assessment
Minor Change - No Visit	£5,330.00
Major Change - No Visit	£1,430.00
Major Change - Visit	£390.00
New Programme - Visit	£130.00
Total anticipated cost	£7,280.00
Actual Total Cost to date: 01/04/06 - 02/08/07	£6,192.00

The shortfall in actual spend is dependent on the practice of some visitors deliberately not claiming their fee and is also partially owed to some visitors who may not yet have claimed for work completed recently.

Evidently, in reducing the number of submissions that are later found to be minor changes, there is scope for reducing the cost of the major / minor change process.

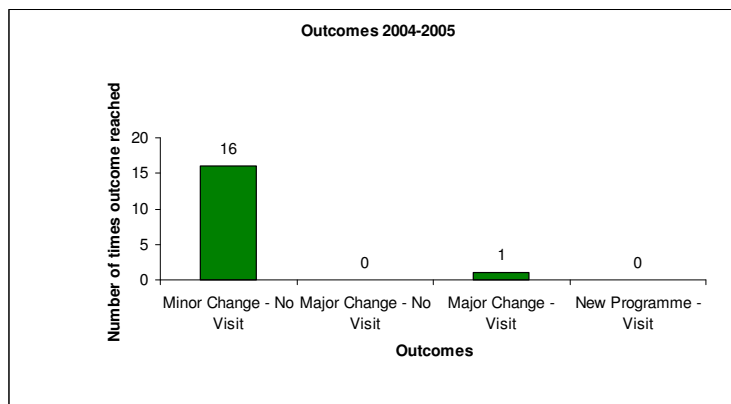
Submissions reviewed annually

To assess the variations between the three academic years of submissions, the following tables and graphs illustrate the outcomes reached for submissions from academic years:

- 2004-2005
- 2005-2006
- 2006-2007

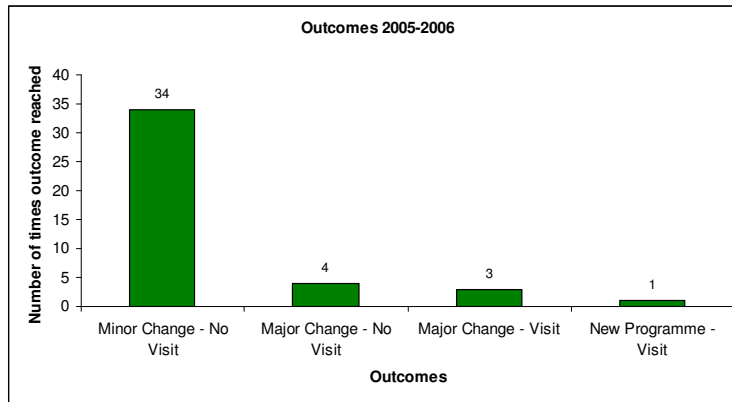
2004-2005

Outcome	Number of times outcome reached
Minor Change - No Visit	16
Major Change - No Visit	0
Major Change - Visit	1
New Programme - Visit	0
Total number of submissions	17



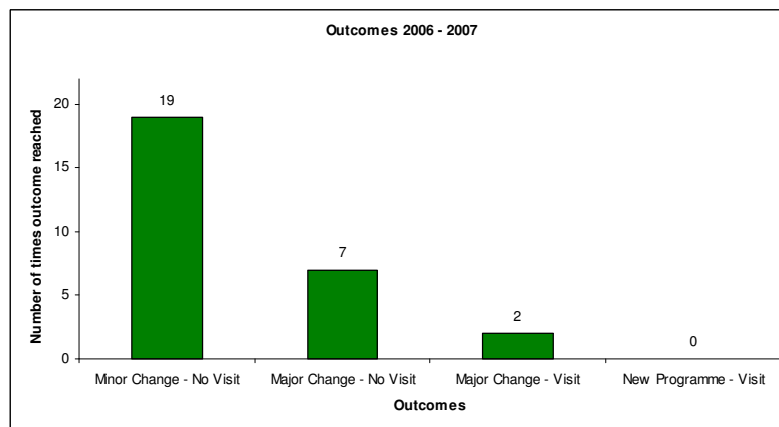
2005-2006

Outcome	Number of times outcome reached
Minor Change - No Visit	34
Major Change - No Visit	4
Major Change - Visit	3
New Programme - Visit	1
Total number of submissions	42



2006-2007

Outcome	Number of times outcome reached
Minor Change - No Visit	19
Major Change - No Visit	7
Major Change - Visit	2
New Programme - Visit	0
Total Number of complete submissions	28
Total number of submissions	51



The key trend across the three years is reflective of the overall finding. Each year the majority of submissions were found to be minor. Also reflective of the overall trend is the number of times the outcome of a major change not requiring a visit was reached. In 2004-2005, the process did not allow for this outcome and accordingly it is not reached in this academic year. However in academic years 2005-2006 and 2006-2007, this outcome is the second most popular.

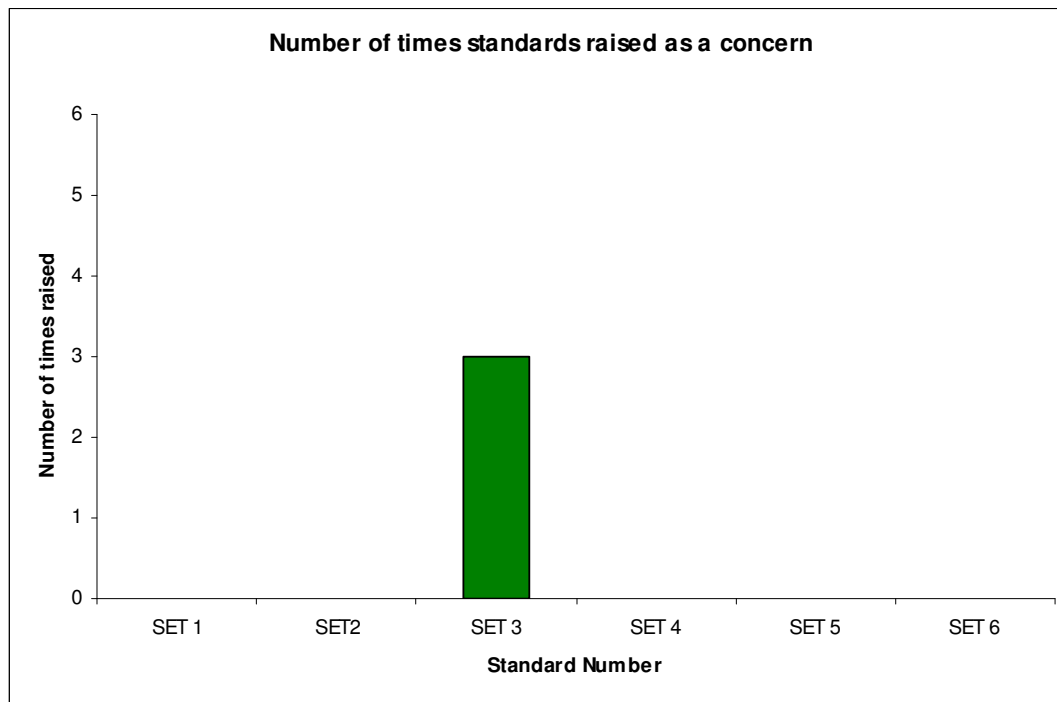
This trend is indicative of the unclear relationship between the definitions of major changes and the standards of education and training. In these cases, by the published definition the change was major, however, the real impact on the standards of education and training was negligible. This outcome is anticipated as being the second most costly. It may be possible to minimise the number of times this outcome is reached by aligning the definition of a major change to the standards of education and training.

Section 2 - Annual monitoring process major change data

This section of the report displays and discusses data taken from approval visits initiated by the annual monitoring process. In instances where a programme has undergone significant change identified in the annual monitoring process a visit was undertaken. The tables and graphs below relate specifically to the reasons why the visit was instigated and the conditions that were put in place at these visits. The table indicates the standards of education and training that were areas for concern at each of the annual monitoring instigated visits. The graph represents this data in terms of overall number of concerns raised in all the annual monitoring submissions that resulted in visits.

It is important to note that in the annual monitoring period under review, all ODP programmes were audited as ODPs were a new profession to join the Register. When the data was initially assessed the ODP programmes presented atypical data across the sample as they had never been visited previously. Therefore, in order to effectively sample the typical data, ODP programmes have been removed.

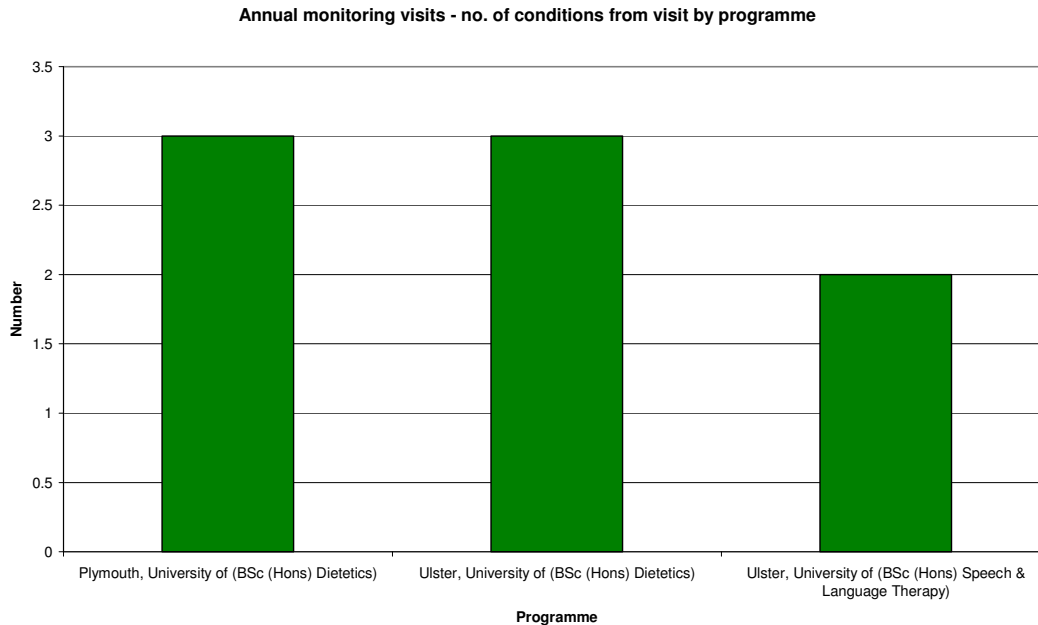
EPName	SET Number
Plymouth, University of (BSc (Hons) Dietetics)	3
Ulster, University of (BSc (Hons) Dietetics)	3
Ulster, University of (BSc (Hons) Speech & Language Therapy)	3



The most evident feature of the data is the absence of concern surrounding all the SETs apart from 3. This may arise from the resource focus of SET 3 and the wording of the individual standards of education and training requiring evidence of resources being in place. Accordingly, it might be considered that Visitors view the remaining standards as requiring evidence that can be provided without the need for a visit.

The following graphs and tables represent the conditions set on approval of each of the programmes. After initially analysing the data in its own right, it is useful to relate it to the areas for concern raised by the annual monitoring process to determine how appropriate the annual monitoring process is to diagnosing major changes to programmes.

The graph below shows the number of conditions that were placed on approval at each of the visits that were considered to require a visit in the annual monitoring process. And the table indicates the standards of education and training to which those conditions were applied.



Education provider and programme	Standards of education and training
Plymouth, University of (BSc (Hons) Dietetics)	2.1, 3.7, 3.12,
Ulster, University of (BSc (Hons) Dietetics)	2.1, 3.9, 5.6,
Ulster, University of (BSc (Hons) Speech & Language Therapy)	4.1, 6.4,

Each visit instigated by the annual monitoring process resulted in some conditions being set on approval of the programme. Two of the visits also had standards of education and training not being met that are normally evidenced through discussion or inspection of resources (eg SETs 4.1, 3.7, 3.12, 6.4). However, it might be argued that the visit to University of Ulster for the BSc (Hons) Dietetics programme has three conditions that might be evidenced only via documentation. The data suggests that annual monitoring identified reasons to visit that later led to conditions being set, but determining the inability of the programme to meet some of those standards could have been done via documentation.

When the data is pivoted to show how often the standards of education and training are not met at each of the visits instigated by annual monitoring no

immediate trend can be identified from the small sample. However, when compared to the reasons for concern that instigated the visit, some useful data emerges.

SET Number	2.1	3.7	3.9	3.12	4.1	5.6	6.4
Frequency of condition	2	1	1	1	1	1	1

It is important to note that often the SETs on which conditions are placed are not the motivator for a visit, but rather identified in the process. When compared to reasons for concern that instigated the visit, it is clear that no issues were raised under any SET apart from 3. Therefore, there is value in the visits that emerged from annual monitoring in addressing shortfalls in a programmes ability to meet the SETs even if they are not initially felt to be areas of concern. Additionally, questions are raised about the appropriateness of annual monitoring for identifying unmet standards in currently approved programmes, but that falls outside the remit of this particular report.

The majority of the conditions placed on SET 3 are representative of standards that are most appropriately evidenced in the course of a visit. Conversely, given that much of SET 5 relates to education providers having in place relevant processes to quality assure placements it may be possible to assess and approve through a documentary submission. In particular this could relate to issues of appropriate training, qualifications, experience and registration of practice placement educators. Provision of evidence for these standards could potentially be submitted in documentary form, since at a visit the documentation is still relied upon to fully satisfy the standard as meetings cannot be held with all the practice educators.

In cases where evidence to satisfy a concern could be submitted in documentary form it would seem prudent to avoid a visit by requiring the documentation before making a recommendation that the programme continues to meet the standards of education and training. In these cases the annual monitoring process could extend to requiring documentation to meet the standards if the evidence can be provided without the requirement for a visit.

Section 3 - Approval process major change data

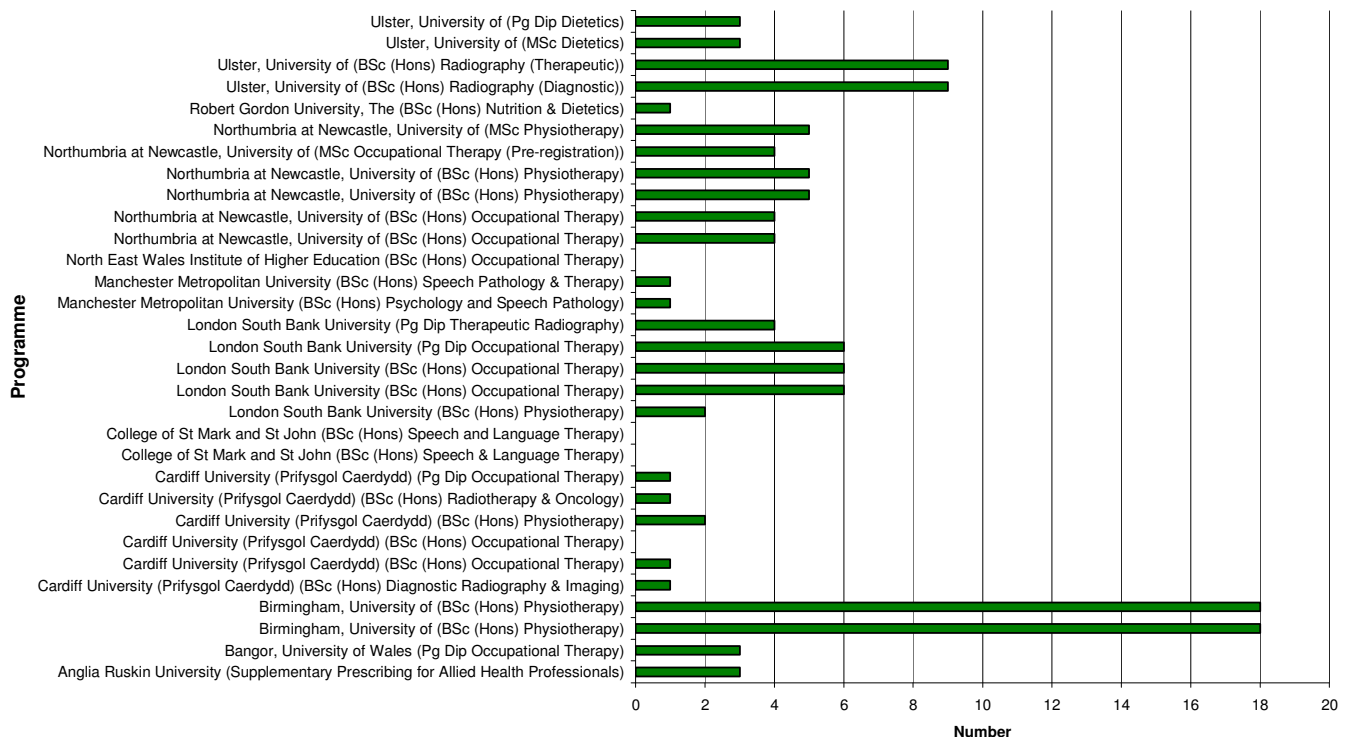
The final section analyses data from approval visits that have been instigated by a major change. Where a programme is determined to have undergone a major change affecting the standards of education and training or the programme introduces a new pathway a visit has been undertaken.

There are two ways in which a major change can be declared. The first is through the application of the major / minor change process. The second is a decision made at the time of a visit request in the approval process. The data identifies through which method the decision of a major change has been made.

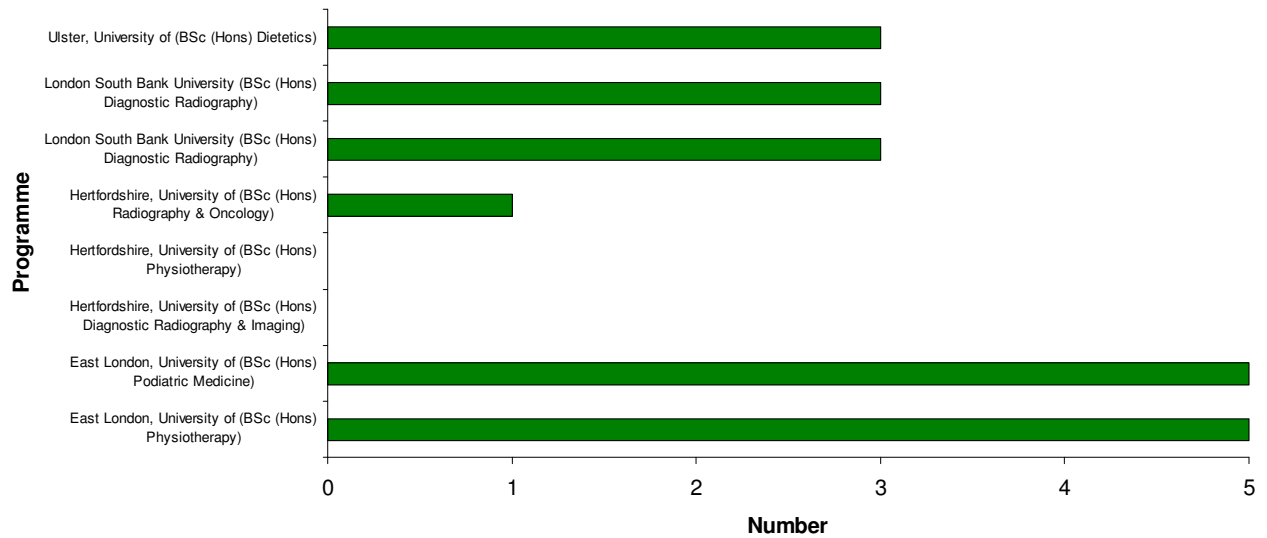
The graphs and tables specifically relate information on the number and nature of conditions applied to programme approval. This data is then correlated to information taken from the major / minor change visitors' reports to investigate specifically the motivation for instigating the visits.

The graphs below represent the number of conditions applied to programme approval at each of the visits instigated by the major change process.

Major Change Visits - No of Standards to which conditions were applied



Major Change Visits through the process- No of Standards to which conditions were applied



Of the 39 pathways that were visited, all but six had conditions applied to programme approval. In this sense the majority of visits had some value in identifying areas in which the programmes did not meet the standards of education and training. In the six instances of visits occurring where no conditions were set, it is clear that the determination of a major change was not necessarily a reason to instigate an approval visit.

Between the major change decisions being made by the major / minor change process or by the visit request phase of the approval process it is clear to see that both methods have identified required visits. However, in some instances the visits instigated by a major change may not have identified weaknesses in the programmes. This data suggests that in some cases a visit may not be an appropriate or cost effective measure in ensuring a programme continues to meet the standards of education and training after a major change.

The table below provides detail on the conditions set on each programme's approval by giving the number of the standard of education and training. This information can be used to assess the nature of the conditions set on approval. The visits instigated by the major / minor change process rather than approval process are shaded.

Education provider and programme	Standard of education and training
Anglia Ruskin University (Supplementary Prescribing for Allied Health Professionals)	2.2.3, 3.4, 3.5
Bangor, University of Wales (Pg Dip Occupational Therapy)	2.2.2, 3.2, 6.6
Birmingham, University of (BSc (Hons) Physiotherapy)	2.1, 3.2, 3.9, 3.11, 5.2, 5.3.1, 5.3.2, 5.5, 5.6, 5.7.1, 5.7.2, 5.2.3, 5.7.4, 5.8.1, 5.8.3, 5.10, 5.13, 6.5
Birmingham, University of (BSc (Hons) Physiotherapy)	2.1, 3.2, 3.9, 3.11, 5.2, 5.3.1, 5.3.2, 5.5, 5.6, 5.7.1, 5.7.2, 5.2.3, 5.7.4, 5.8.1, 5.8.3, 5.10, 5.13, 6.5
Cardiff University (Prifysgol Caerdydd) (BSc (Hons) Diagnostic Radiography & Imaging)	5.7.1
Cardiff University (Prifysgol Caerdydd) (BSc (Hons) Occupational Therapy)	6.6
Cardiff University (Prifysgol Caerdydd) (BSc (Hons) Occupational Therapy)	N/A
Cardiff University (Prifysgol Caerdydd) (BSc (Hons) Physiotherapy)	3.11, 4.1
Cardiff University (Prifysgol Caerdydd) (BSc (Hons) Radiotherapy & Oncology)	5.7.1
Cardiff University (Prifysgol Caerdydd) (Pg Dip Occupational Therapy)	6.6
College of St Mark and St John (BSc (Hons) Speech & Language Therapy)	N/A
College of St Mark and St John (BSc (Hons) Speech and Language Therapy)	N/A
East London, University of (BSc (Hons) Physiotherapy)	2.1, 2.2.1, 4.3, 5.5, 6.1
East London, University of (BSc (Hons) Podiatric Medicine)	2.1, 2.2.1, 4.1, 6.1, 6.7.1
Hertfordshire, University of (BSc (Hons) Diagnostic Radiography & Imaging)	N/A
Hertfordshire, University of (BSc (Hons) Physiotherapy)	N/A
Hertfordshire, University of (BSc (Hons) Radiography & Oncology)	6.1
London South Bank University (BSc (Hons) Diagnostic Radiography)	3.1, 6.1, 6.2
London South Bank University (BSc (Hons) Diagnostic Radiography)	3.1, 6.1, 6.2
London South Bank University (BSc (Hons) Physiotherapy)	2.2.1, 2.3
London South Bank University (BSc (Hons) Occupational Therapy)	2.1, 4.1, 4.2, 4.6, 6.1, 6.7.2
London South Bank University (BSc (Hons) Occupational Therapy)	2.1, 4.1, 4.2, 4.6, 6.1, 6.7.2
London South Bank University (Pg Dip Occupational Therapy)	1, 3.3, 4.1, 4.6, 6.3, 6.7.2
London South Bank University (Pg Dip Therapeutic Radiography)	1, 3.1, 6.1, 6.2
Manchester Metropolitan University (BSc (Hons) Psychology and Speech Pathology)	6.2
Manchester Metropolitan University (BSc (Hons) Speech Pathology & Therapy)	6.2
North East Wales Institute of Higher Education (BSc (Hons) Occupational Therapy)	N/A
Northumbria at Newcastle, University of (BSc (Hons) Occupational Therapy)	3.6, 3.8, 4.1, 6.1
Northumbria at Newcastle, University of (BSc (Hons) Occupational Therapy)	3.6, 3.8, 4.1, 6.1
Northumbria at Newcastle, University of (BSc (Hons) Physiotherapy)	3.4, 3.6, 4.1, 5.5, 6.1
Northumbria at Newcastle, University of (BSc (Hons) Physiotherapy)	3.4, 3.6, 4.1, 5.5, 6.1
Northumbria at Newcastle, University of (MSc Occupational	3.6, 3.8, 4.1, 6.1

Therapy (Pre-registration))	
Northumbria at Newcastle, University of (MSc Physiotherapy)	3.4, 3.6, 4.1, 5.5, 6.1
Robert Gordon University, The (BSc (Hons) Nutrition & Dietetics)	3.2
Ulster, University of (BSc (Hons) Radiography (Diagnostic))	3.13, 4.1, 5.7.1, 5.7.2, 5.7.3, 5.7.4, 5.7.5, 5.10, 6.4
Ulster, University of (BSc (Hons) Radiography (Therapeutic))	3.13, 4.1, 5.7.1, 5.7.2, 5.7.3, 5.7.4, 5.7.5, 5.10, 6.4
Ulster, University of (BSc (Hons) Dietetics)	2.1, 3.9, 5.6
Ulster, University of (MSc Dietetics)	2.1, 3.9, 5.6
Ulster, University of (Pg Dip Dietetics)	2.1, 3.9, 5.6

It is possible to assess the data contained in the table and view some of the visits as not necessary. In the cases where no conditions were set this is most easily evidenced. However, in some cases where conditions have been set it is possible to view the implementation of a visit was not the most effective way of ensuring that a standard be met.

The particular example that can be drawn from the data is the visit to The Robert Gordon University for the BSc (Hons) Nutrition and Dietetics programme. There was one condition placed on SET 3.2. The guidance issued on this SET indicates a number of documentary sources that can be used to evidence how it can be met. There is no mention of any type of evidence that necessitates a visit. When viewed in this light, it may be considered that during the major change process it would have been more cost effective to require the submission of the documentary evidence to ensure that SET 3.2 was being met.

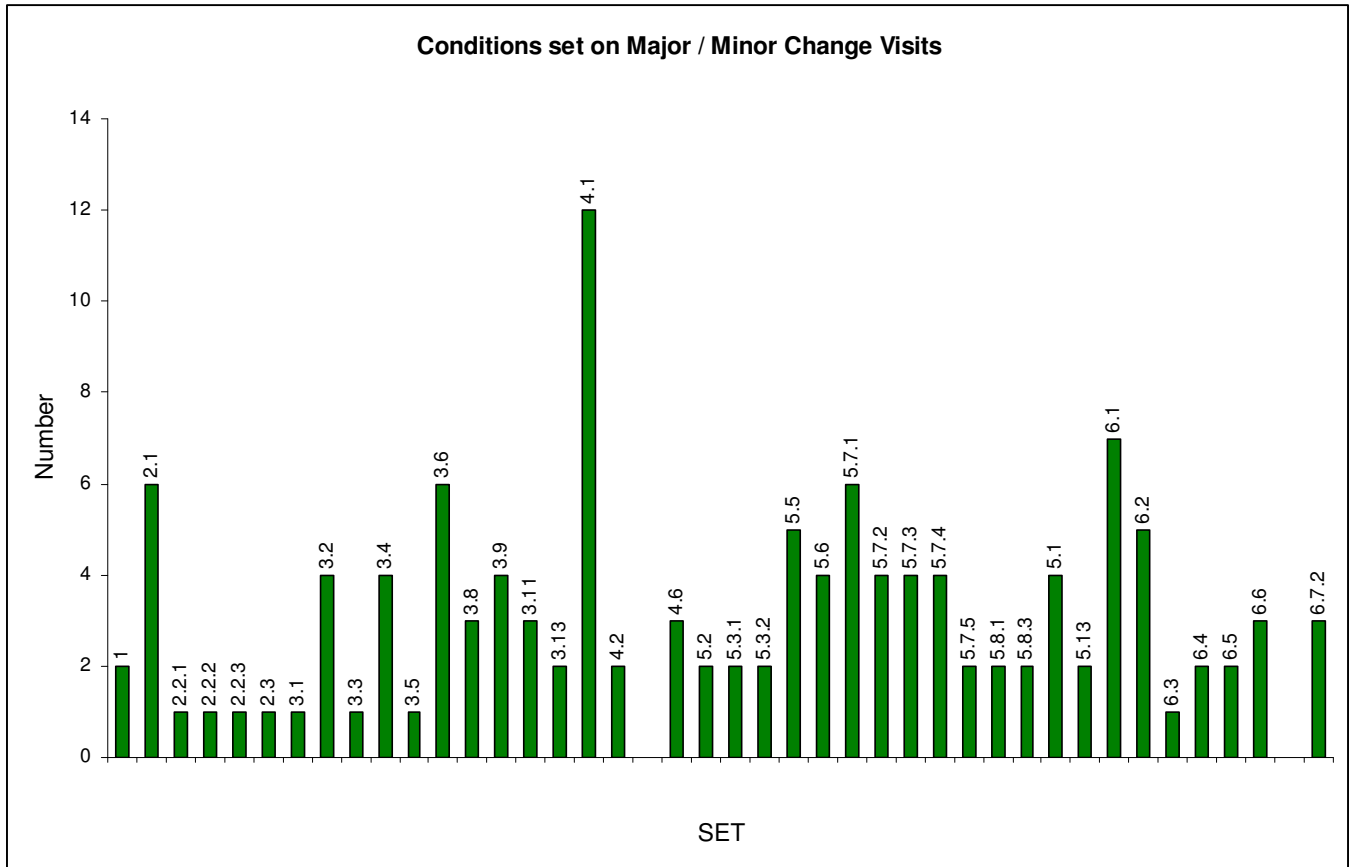
Akin to annual monitoring though, it must be noted that in attending a visit for major change, it is often the case that areas that were not initially concerns are found to require conditions to ensure all the standards of education and training are being met. In the case of The Robert Gordon University, the visit was instigated by the reporting of a change in the site of delivery for the programme. The nature of the condition that was set was that it related to the management of the programme but was specifically related to the management of practice placement environments, which is not normally an area of programme management that would be impacted by the change in delivery site.

Therefore, the visit in this case did have value as the shortfall in placement management would not have otherwise been uncovered. This tendency can be seen to only occur with programmes that have not been visited by HPC panels before. When assessing a programme that has been approved by an HPC panel, all the standards have been evidenced as being met, so changes will only affect known areas. However, with programmes that have not been visited, there is a risk that the programmes are not meeting all the standards irrespective of a change.

The question that arises from this is around the type of evidence that is required from a major change. It is the case that major change submissions raise concern about issues that are no longer current when the visit is conducted. It may be possible to define the types of evidence required to assess a change and its impact on each of the standards, but it requires careful consideration of each of the standards of education and training and how they relate. If this relationship between the standards and the evidence used to meet them is cemented, it will be possible to determine more easily what changes require visits.

However, in the case of programmes that have not been visited before, it may be appropriate to conduct a visit or request more comprehensive documentation in the event of a major change even if it can be evidenced successfully via specific documentation only. This approach though potentially costly, allows HPC to ensure all the approved programmes are meeting all the standards. Once all programmes have been visited this measure will become unnecessary.

The graph below illustrates how often the standards of education and training had conditions set against them as a result of a visit instigated by the major / minor change process.



Though this data is not useful to assess the number of visits that may have been avoided, it is useful to see the areas that were identified as requiring conditions as a result of a major change. The two highest numbers of conditions relate to SETs 4.1 and 6.1. These two SETs are inter-related and account for the reason they are both so high. Also these two standards are the areas in which discussion at a visit in conjunction with documentation are required for evidence. The three standards that received 6 conditions are normally evidenced also by discussion as well as documentation apart from SET 2.1. Across the data there are examples of standards that can be met with documentation only, such as SET 2.3, 3.2 and 3.9.

Summary of findings

The summarised findings of this statistical review are:

- There are a proportionally high number of changes submitted to the major / minor change process that are later determined to be minor.
- There are a proportionally high number of changes submitted to the major / minor change process that are later determined to not require a visit in spite of being major.
- Annual monitoring visits have proven successful in ensuring programmes meet all the standards of education and training but in some cases the annual monitoring process did not determine the particular areas of concern.
- The major / minor change process has resulted in ensuring some programmes meet all the standards of education and training but in some cases the major / minor change process did not determine the particular areas of concern.
- Major / minor change process instigated visits do not always lead to conditions and raise questions about the usefulness of the visits undertaken.
- Some conditions set after a visit instigated by annual monitoring or major / minor change could have been evidenced by documentation only but these may not have been discovered as areas of concern without the intensive review of a visit.

Recommendations on findings

Based on the summarised findings the following proposals are recommended to increase the effectiveness of the major / minor change process:

- Provide increased guidance on the definitions of major or minor changes. This guidance comes in the form of:
 - redrafted supplementary information;
 - a re-alignment of the definitions of major change to the standards of education and training;
 - the addition of an advisory stage to the beginning of the major / minor change process; and
 - changing the name of the process to major change process.
- Review the link between the standards of education and training guidance document and the major change criteria to determine if standards can be evidenced by documentation only and ensure programmes still meet the standards of education and training without a visit.

- Consider intensive documentary review or requirement of visit on programmes not visited by HPC in the event of major change to ensure programme meets all the standards of education and training.

Additional areas of review from away day

Following the away day there were some areas of discussion around the major change process amendment project that were not a result of discussion of the data above. The areas are summarised below:

- Appropriateness of SET specific visits. It was noted that often areas outside of the SET specific visit were raised at the visit. A decision will need to be made about whether or not it is more appropriate to instigate a full visit.
- The consultation process. The team is unsure if there is a requirement to consult on an amendment to the process. Discussions will need to take place with Policy and Standards Department.
- Define required documentation. The evidence required for a major change submission is flexible and this has led to difficulty in contextualising the change. A decision will need to be made about specifying required documentation for a major change submission. A “context pack” may assist visitors by giving them details of the history of approval and changes to the programme also.
- Periodic Review. It is hoped that major change and annual monitoring will be able to incorporate periodic review cycle changes and avoid as much as possible a visit. This is contrary to the statement in the *key decisions* and may require consultation.