

Education and Training Committee – 9 June 2011

Education annual report 2010

Executive summary and recommendations

Introduction

The fifth Education annual report covers the period 1 September 2009 to 31 August 2010 and presents statistical information relating to the approval and annual monitoring processes.

The purpose of bringing these reports to this Education and Training Committee is to provide a formal opportunity for the Education and Training Committee to review and approve the reports prior to publication. Additionally, members of the Committee are encouraged to assess the information provided in the document to assist in identifying areas that may become projects within the Education Department 2012–2013 work plan.

When approving the last two reports at the meeting on 8 June 2010, the Education and Training Committee requested that the next annual report be condensed to make the information more accessible. For this reason, the report focuses on key areas to be reported each year and only exceptions to the established trends.

However, all data produced for previous reports has been collected as normal and if the Committee approves will be made available on the Education section of the website to supplement the annual report and provide a resource of statistics relating to the operational processes.

Decision

The Committee is requested to approve the document prior to publication and to approve the publication of all statistical information relating to the 2010 annual report on the Education Department website.

Background information

None

Resource implications

Resource implications for the Education and Communications Departments have been accounted for in departmental work plans.

Financial implications

Costs associated for publication and distribution have been accounted for in the Education Department budget 2010-11.

Appendices

Education annual report 2010

1 September 2009 to 31 August 2010

Education annual report 2010

DRAFT

Contents

Foreword	3
Introduction.....	4
About us (the HPC).....	4
Our main functions.....	4
About our standards of proficiency	5
About our standards of education and training	5
What are the approval and monitoring processes?.....	5
Who makes the decisions on programme approval?	5
What programmes can be approved?.....	6
About this document.....	6
Number of approved programmes.....	8
Approval	12
Number of approval visits	12
Cancelled and postponed visits	14
What types of programmes were visited?	15
List of visits and outcomes.....	17
Outcome of visits	24
Conditions.....	25
Visitors' reports.....	27
Who makes representations on Visitor reports?	28
How long does it take to meet conditions?	29
Commendations.....	31
Annual monitoring.....	33
Number of annual monitoring submissions.....	33
When did the monitoring take place?.....	34
Method of assessment.....	35
Requests for further information	36
Summary of outcomes.....	36
How long does it take for us to consider a submission?	37
Major change.....	40
Number of major change submissions.....	40
When were the major change submissions received?.....	40
Which professions submitted major changes?	41
Summary of outcomes.....	42
List of outcomes.....	45
How long does it take for us to consider a submission?	58
Practitioner psychologists.....	60
Revised standards of education and training	63
Annual monitoring.....	63
Major change.....	63
Approval	64
Conclusion from the Director of Education	65

Contact us 66
 List of tables 67
 List of graphs 68
 Protected titles 70

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Foreword

Welcome to the fifth Education annual report of the Health Professions Council (HPC).

The report covers the period 1 September 2009 to 31 August 2010, or the 2009-10 academic year as it is more commonly known.

The 2009-10 academic year has seen the Education Department's workload increase once again. This year saw the first of our activities with practitioner psychologist programmes following the opening of the Register on 1 July 2009. We also began conducting visits for the first time against the revised standards of education and training which became effective from 1 September 2009.

This report aims to give an insight into the HPC's work in approving and monitoring programmes offered by UK education providers. These programmes provide students with eligibility to apply to register with us. The report gives information about the number and types of approval visits, the outcome of these visits, the number and types of monitoring submissions and the outcome of this monitoring.

This is our fifth annual report and the evidence base has grown considerably each year. For the first time, we will not report on all facets of the data that has been collected. Instead, this report will provide:

- core information for each approval or monitoring process for the year,
- analysis of significant trends from previous years;
- analysis of variances from established trends; and
- themed reviews of particular features of the work conducted over the year.

With this new style of report, we hope to make the information more accessible and more relevant to interested parties wanting to know more about the Health Professions Council or how to go about meeting our standards and working with our processes.

Eileen Thornton

Chair of the Education and Training Committee

Introduction

About us (the HPC)

We are the Health Professions Council. We are a regulator, and we were set up to protect the public. To do this, we keep a register of professionals who meet our standards for their professional skills, behaviour and health.

We currently regulate members of 15 health professions. However, during the period covered by this document we regulated 14 professions since hearing aid dispensers joined our Register on 1 April 2010. Below is a list of the professions that we currently regulate.

Arts therapists
Biomedical scientists
Chiropodists / podiatrists
Clinical scientists
Dietitians
Hearing aid dispensers
Occupational therapists
Operating department practitioners
Orthoptists
Paramedics
Physiotherapists
Practitioner psychologists
Prosthetists / orthotists
Radiographers
Speech and language therapists

We may regulate other professions in the future. For an up-to-date list of the professions we regulate, please see our website: **www.hpc-uk.org**

Each of these professions has one or more 'protected titles' (protected titles include titles like 'physiotherapist' and 'dietitian'). Anyone who uses one of these titles must be on our Register. Anyone who uses a protected title and is not registered with us is breaking the law, and could be prosecuted. For a full list of protected titles, please see page 70.

You should always check that a health professional using a protected title is registered with the HPC. You can check whether a health professional is registered by logging on to **www.hpcheck.org** or calling **+44(0)20 7840 9802**.

Our main functions

To protect the public, we:

- set standards for the education and training, professional skills, conduct, performance, ethics and health of registrants (the health professionals who are on our Register);
- keep a register of health professionals who meet those standards;

- approve programmes which health professionals must complete before they can register with us; and
- take action when health professionals on our Register do not meet our standards.

The Health Professions Order 2001 says that we must set our standards to protect the public and that we must set standards which are necessary for safe and effective practice. This is why our standards are set at a ‘threshold’ level (the minimum standard that must be met before we can allow entry onto the Register).

About our standards of proficiency

The standards of proficiency (SOPs) are our threshold standards for safe and effective practice that all registrants must meet. They include both generic elements, which all our registrants must meet, and profession-specific elements. These standards play a central role in how to gain admission to and remain on the Register and thereby gain the right to use the protected title(s).

About our standards of education and training

The standards of education and training (SETs) are the standards that an education programme must meet in order to be approved by us. These generic standards ensure that anybody who completes an approved programme meets the standards of proficiency and is therefore eligible to apply for admission to the Register. The standards cover:

- 1) the level of qualification for entry to the Register;
- 2) programme admissions;
- 3) programme management and resources;
- 4) curriculum;
- 5) practice placements; and
- 6) assessment.

What are the approval and monitoring processes?

The HPC’s approval and monitoring processes ensure that programmes and education providers meet the standards of education and training. The approval process involves an approval visit and an initial decision as to whether a programme meets the standards of education and training. **A programme is normally approved on an open-ended basis, subject to satisfactory monitoring. There are two monitoring processes, annual monitoring and major change.** Both of these processes are documentary and may trigger a new approval visit. Annual monitoring is a retrospective process by which we determine whether a programme continues to meet all the standards against which it was originally assessed. The major change process considers significant changes to a programme and the impact of these changes in relation to our standards. All of our processes ensure our regulation is robust, rigorous and effective, without being overly burdensome for education providers.

Who makes the decisions on programme approval?

The Education and Training Committee has statutory responsibility for approving and monitoring education programmes leading to eligibility to apply to register with the HPC. 'Visitors' are appointed by the HPC to visit education providers and assess monitoring submissions. Visitors come from a range of backgrounds including registered members of the professions we regulate and members of the public. Visitors work as agents of the HPC (and not employees) and provide the expertise the Education and Training Committee need for their decision-making. Visitors normally operate in panels, rather than individually. Each panel includes at least one Visitor from the relevant part of the Register for the programme under consideration. All Visitors are selected with due regard to their education and training experience. Visitors represent the HPC and no other body when they undertake an approval and monitoring exercise. This ensures an entirely independent outcome. All Visitors' reports from approval visits are published on our website.

What programmes can be approved?

Any education provider (eg a university, college, private training institution or professional body) can seek approval of their programmes.

As well as approving and monitoring education and training for people who want to join our Register, we also approve a small number of qualifications for those already on the Register. The post-registration programmes we currently approve are supplementary prescribing programmes (for chiropodists / podiatrists, radiographers and physiotherapists) and programmes in local anaesthetics and prescription-only medicine for chiropodists / podiatrists. For people who successfully complete these programmes, we will make a note on the Register known as an 'annotation'.

The HPC publishes a list of all approved programmes on our website at www.hpc-uk.org/education

About this document

We have collected a great volume of data regarding our approval and monitoring processes over the last four years. Each year the reports have increased in length and depth of analysis. Much of the analysis has helped to establish clear trends in our patterns of working or the outcomes of our approval and monitoring processes.

To ensure the information contained in the annual report is useful to our stakeholders this new format of report establishes a core set of information to be reported each year. The core information provides an overview of the work that has taken place across a particular year.

Whilst the later sections of the annual report will vary from year to year depending on the significant features of our work, this section will report the same information and allow comparisons to be drawn from year to year. We are still compiling all the different types of information from previous annual reports, but instead of placing this all into a publication and reporting on trends that are not changing, we have made the data available on our website

www.hpc-uk.org . [Note to Education and Training Committee members:
this will only occur following approval of the content of the annual report]

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Number of approved programmes

The Education Department workload each year is dictated by two types of work:

- initial approval and monitoring of new programmes of study or programmes of study that have been transferred to us following the opening of a new part of the Register; and
- approval and monitoring of currently approved programmes which may be undergoing change as a result of a variety of factors including institutional change, changes to local service delivery, national changes in policy or the law, changes to our own standards requiring incorporation into programme and most commonly changes emerging from development of a profession's curriculum guidance.

The first type of work can rapidly increase the number of approved programmes and the associated work taken to approve and monitor programmes. For example, the opening of the practitioner psychologist Register led to 71 additional programmes being added to our list of approved programmes, a three year schedule of visits being produced and a monitoring exercise being implemented for the programmes being visited in the third year of the schedule.

The second type of work can lead to changes significant enough to create new versions of programmes that run simultaneously with previous versions, each requiring separate approval and monitoring activities. The likelihood of change taking place is increased as we approve more programmes, in more professions, in more places in the UK as the factors affecting change increase accordingly.

For these reasons the number of approved programmes is a useful indicator of the current approval and monitoring activities that need to be undertaken but can also be useful to predict where future work may be directed. At the start of the 2009-10 academic year there were 584 approved programmes approved and with individuals enrolled and yet to complete their studies. Over the year, 64 programmes were approved / opened whilst 11 approved programmes were finally closed after all students completed their studies. At the end of 2009-10 637 programmes were approved and had commenced taking students.

Note that these figures will not necessarily match with the numbers of approval visits undertaken in the 2008-09 or 2009-10 academic year as the lead in time for approval is quite considerable and in some cases education providers seek approval very far in advance of the proposed start date for a programme.

It is also important to consider the slow pace of closure of programmes compared to the relatively rapid pace of new programmes becoming approved and taking on new students. It seems likely that the pace of new programmes being added to our list of approved programmes will continue to exceed the

rate of closure of programmes, meaning that our workload is set to increase rather than reduce. The reason for the slow pace of programme closure is associated with the duration of most of the programmes being three to four years, meaning that as a programme is superseded by a new provision there are likely to be students still enrolled on the previous version of a programme. We will continue to undertake monitoring of programmes until all individuals have completed the programme, transferred to a new provision or withdrawn from the programme.

Table 1a Number of programmes approved and open, prior to 2009-10, by profession / entitlement

Profession	Number of programmes
Arts therapists	27
Biomedical scientists	33
Chiropodists / podiatrists	17
Clinical scientists	1
Dietitians	33
Occupational therapists	80
Operating department practitioners	28
Orthoptists	2
Paramedics	45
Physiotherapists	69
Practitioner psychologists	77
Prosthetists / orthotists	3
Radiographers	60
Speech and language therapists	31
Supplementary prescribing	69
Local anaesthetic	2
Prescription-only medicine	7

Table 1b Number of programmes approved and open, during 2009-10, by profession / entitlement

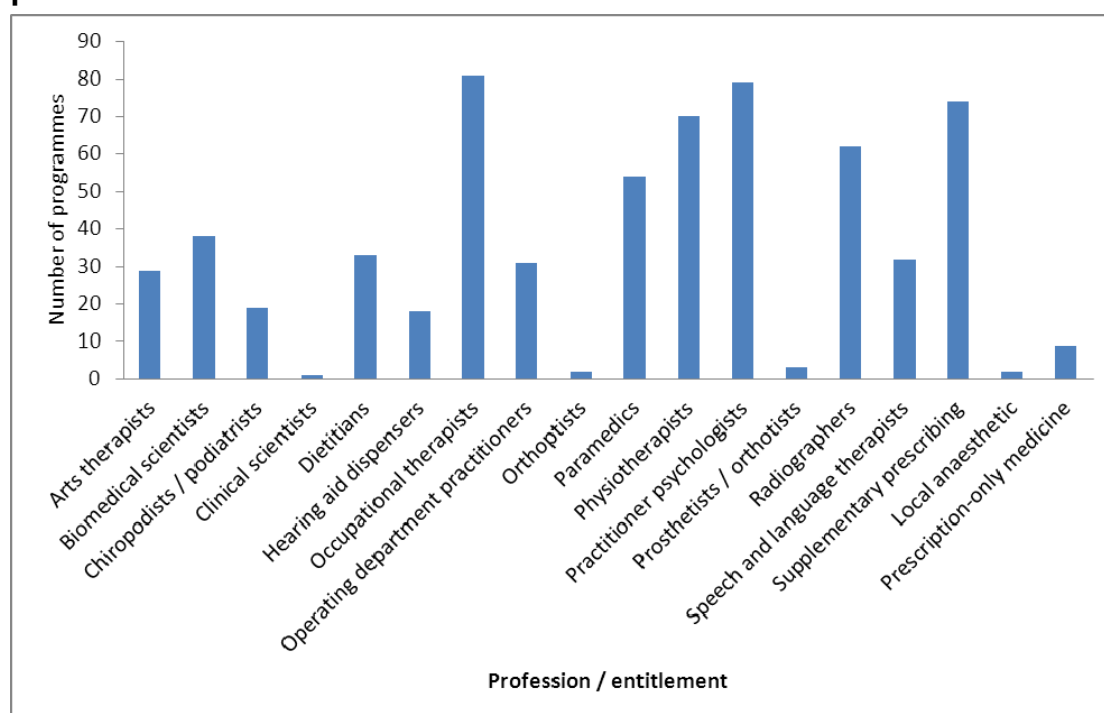
Profession	Number of programmes
Arts therapists	2
Biomedical scientists	5
Chiropodists / podiatrists	2
Clinical scientists	0
Dietitians	0
Hearing aid dispensers	18
Occupational therapists	4
Operating department practitioners	3
Orthoptists	0
Paramedics	10

Physiotherapists	3
Practitioner psychologists	2
Prosthetists / orthotists	0
Radiographers	4
Speech and language therapists	3
Supplementary prescribing	6
Local anaesthetic	0
Prescription-only medicine	2

Table 1c Number of programmes approved and open, end of 2009-10, by profession / entitlement

Profession	Number of programmes
Arts therapists	29
Biomedical scientists	38
Chiropodists / podiatrists	19
Clinical scientists	1
Dietitians	33
Hearing aid dispensers	18
Occupational therapists	81
Operating department practitioners	31
Orthoptists	2
Paramedics	54
Physiotherapists	70
Practitioner psychologists	79
Prosthetists / orthotists	3
Radiographers	62
Speech and language therapists	32
Supplementary prescribing	74
Local anaesthetic	2
Prescription-only medicine	9

Graph 1 Number of programmes approved and open, end of 2009-10, by profession / entitlement



The overall profile of approved programmes across professions was not altered significantly this year. The preceding year (2008-09) saw a considerable increase from the practitioner psychologist programmes which will be reviewed in more detail separately later in the report. We saw more new programmes being transferred to us as a result of a new profession joining the Register in the form of the hearing aid dispenser programmes.

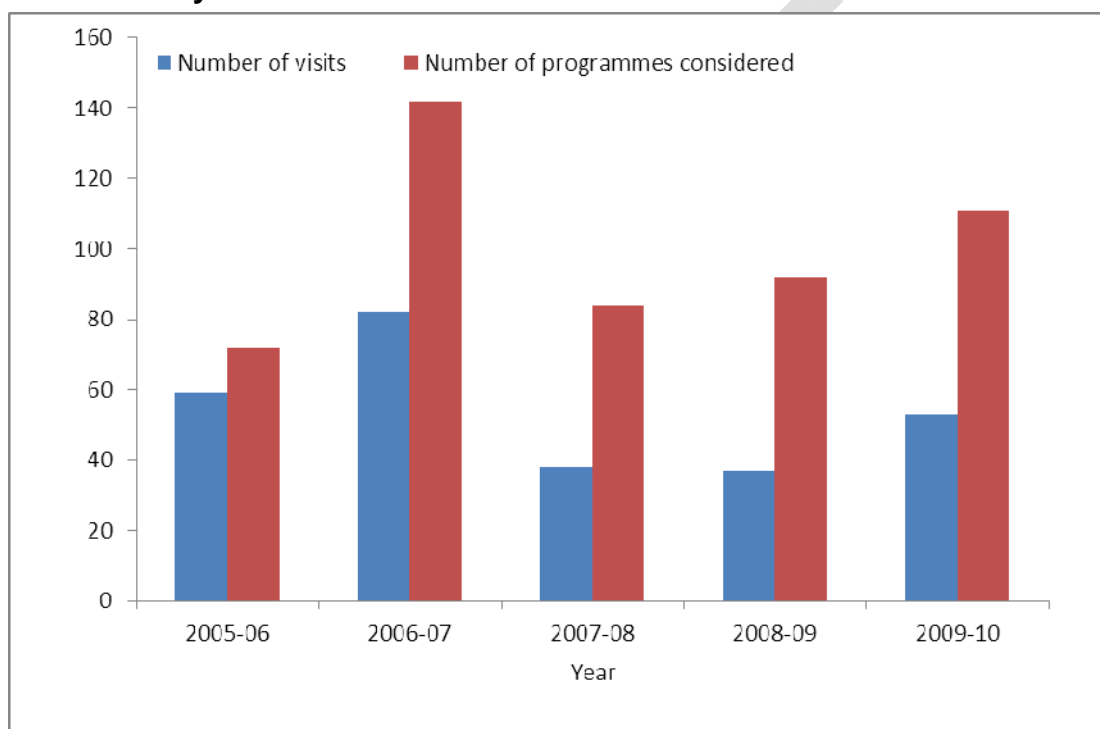
Over the last five years we have seen a peak of new programmes emerging from the paramedic profession and also for the supplementary prescribing entitlement. The rate of new programme generation has reduced but graph 1 illustrates how these two types of programme have reached significant numbers when compared to the other professions and entitlements. In both instances the rate of new programme generation has come about because of the opportunities for higher education providers to deliver and education and training in these areas owing to the transition of paramedic education into the higher education setting and the opening of supplementary prescribing rights to physiotherapists, chiropodist / podiatrists and radiographers over the last five years.

Approval

Number of approval visits

This year we conducted 53 visits which covered 110 programmes. We received requests to undertake 63 visits, but 10 were cancelled before the visit took place.

Graph 2 Number of programmes considered in 2009-10, compared over the last five years



Graph two illustrates how the number of visits and number of programmes visited each year has fluctuated over the last five years. As highlighted in previous annual reports, the reasons for the fluctuations are linked in the main to professions joining the Register. When a profession joins the Register we undertake a series of visits to all of the approved programmes for that profession (if any are transferred). The peak in 2005-06 and 2006-07 was in the main linked to visits we undertook to operating department practitioner programmes and also to programmes that were transferred to us when HPC was formed. In the following years (2007-08 and 2008-09) the visits we conducted were not linked to this type of initial visit to professional groups that have recently joined the Register. The increase in 2009-10 is linked in the main to the visits we undertook to practitioner psychologist programmes of study.

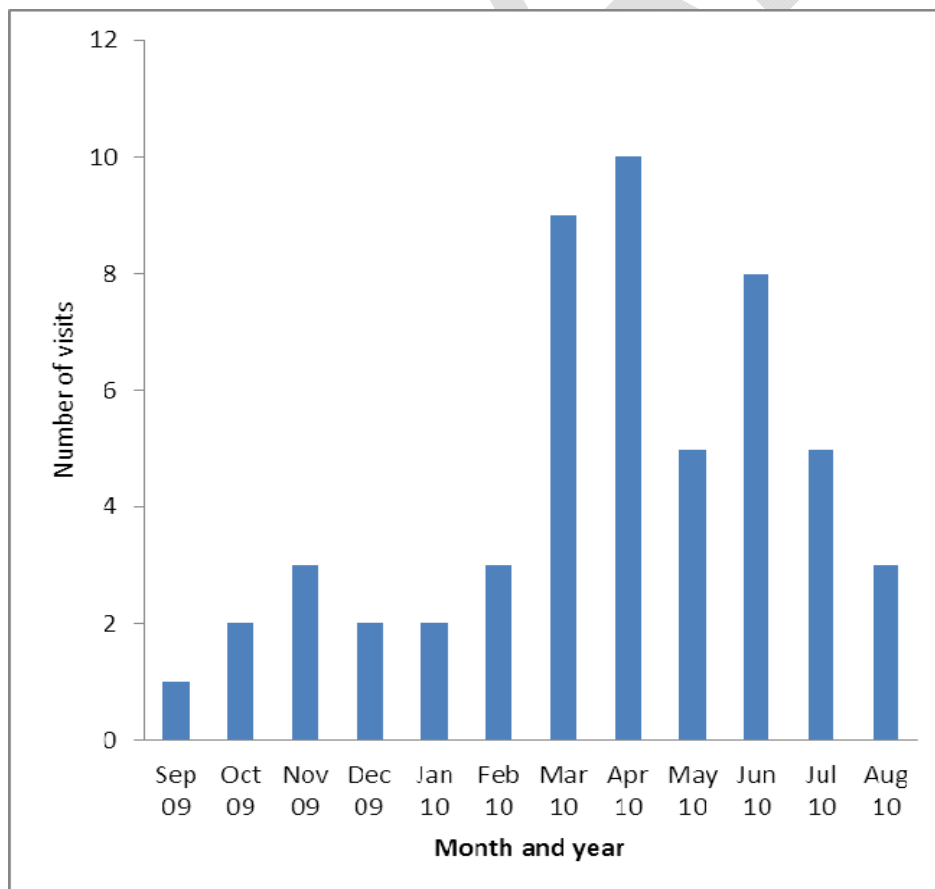
Graph three shows how the visits were distributed across the academic year. There continues to be a peak of activity focused around the last half of the

academic year as has been reported in previous annual reports. The unusual dip in activity in May is partially attributed to one week in that month being set aside for annual monitoring assessment days rather than undertaking visits and also the bank holidays which seems to have discouraged education providers from choosing these weeks owing to staff and student availability.

Noticeably though, the period of peak activity has extended into the summer months with visits taking place on July and August. We still attempt to discourage education providers from selecting these months owing to availability of staff and students and to ensure that there is sufficient time for an education provider to meet conditions on approval if any are set before a new cohort joins the programme for a September start date. However, education providers are in some instances working towards January start dates for programmes or deliver full calendar year programmes and so are able to work around these usual restrictions.

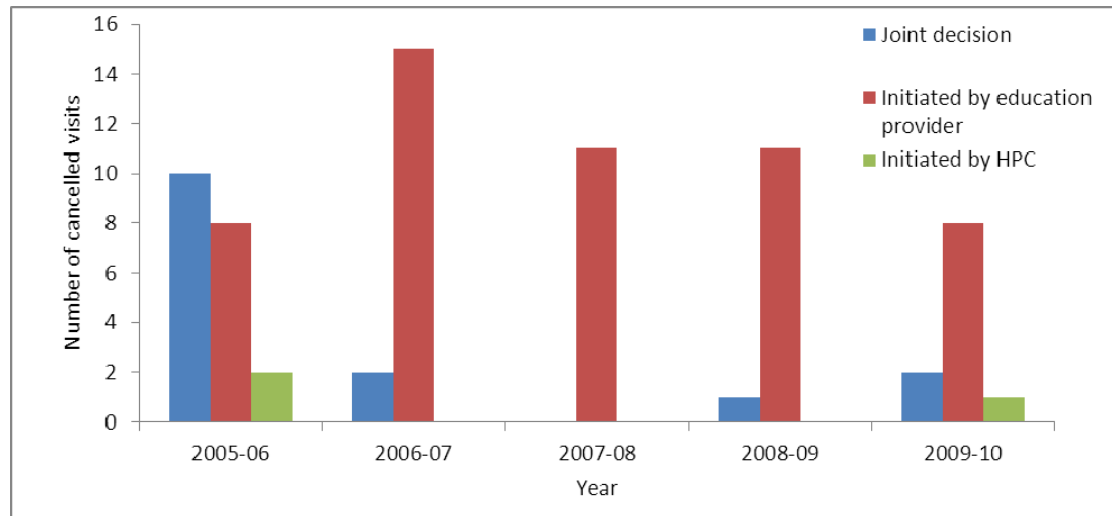
As the number of visits increases, the choice education providers have over which dates to select will begin to reduce as the competition for slots in the visit calendar increases. We will continue to communicate the deadlines for education providers to send in visit request forms to us on a regular basis, but a likely consequence in future years will be that the peak of activity will commence earlier in the academic year and continue for longer.

Graph 3 Number of visits - per month



Cancelled and postponed visits

Graph 4 Who cancelled visits in 2009-2010, compared over the last five years



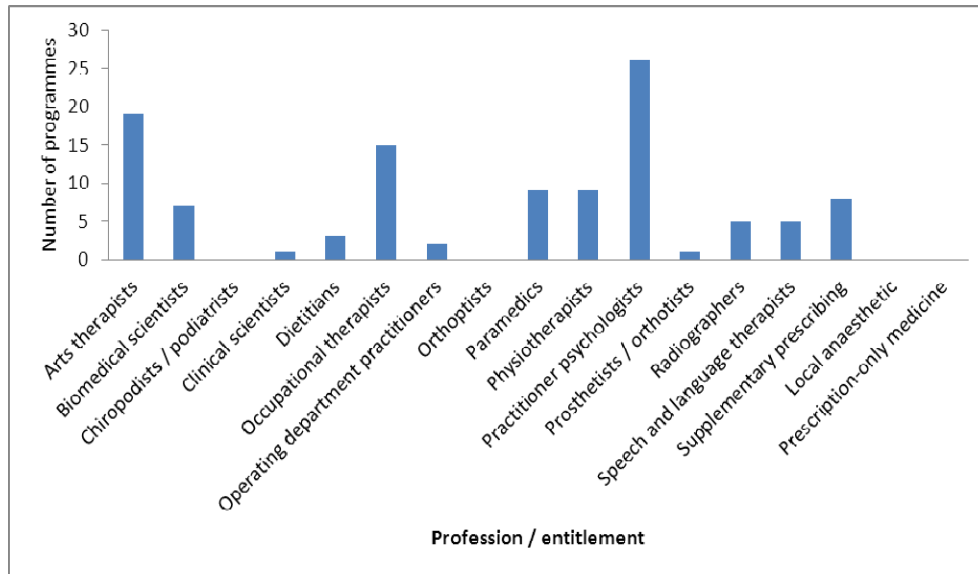
Graph four shows how many visits were cancelled and which party cancelled the visit. In the majority, education providers cancelled visits and this continues to be linked to decisions from an education provider not to pursue approval owing to changes in funding or lack of preparedness as the visit draws closed.

The number of jointly made decisions to cancel a visit is increasing and this comes about because of education providers wishing to postpone or cancel a visit taking place as a result of major change. When this happens we seek confirmation from the education provider that the planned changes are no longer taking place or ensure that a visit is rescheduled as soon as possible to review the changes in detail.

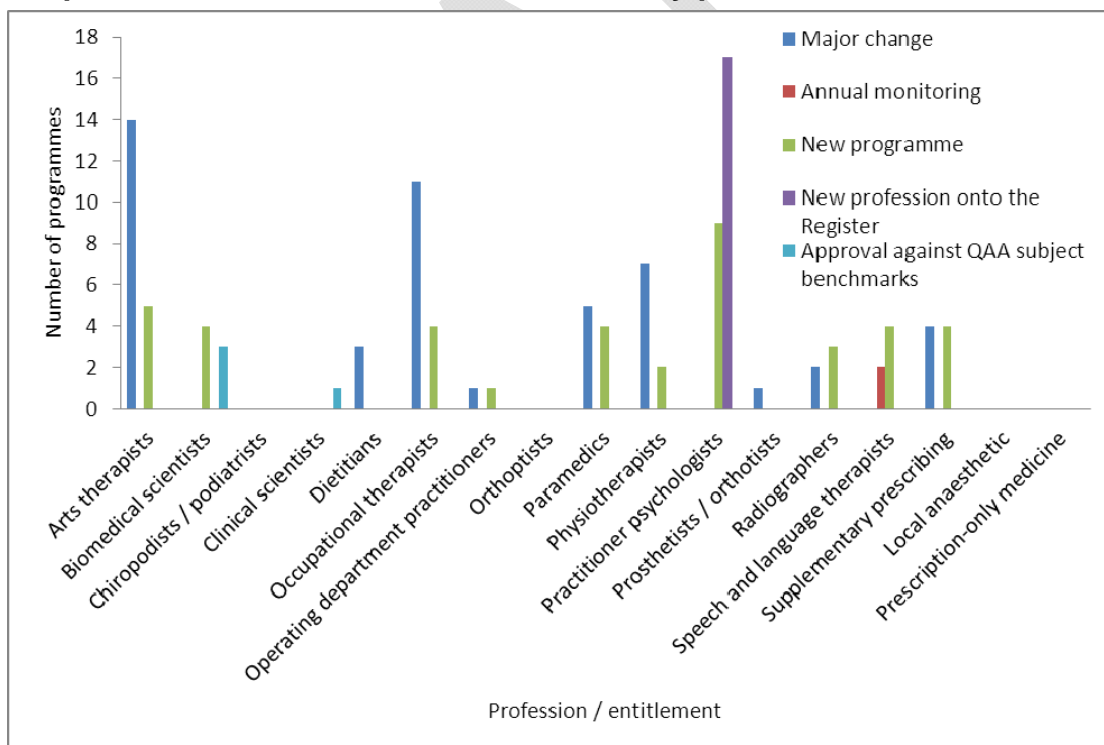
In one instance we initiated the decision to cancel a visit owing to an unavoidable instance in which a visitor was no longer able to conduct the approval visit after it had been confirmed. In spite of efforts to appoint a new visitor we were unable to locate a suitably qualified individual available on the specific dates of the visit. The visit was rescheduled and the education provider did not have to delay entry of the next cohort as a result.

What types of programmes were visited?

Graph 5 Breakdown of visits - by profession



Graph 6 Breakdown of reasons for visits - by profession



The number of visits this year was significantly impacted by our work with practitioner psychologist programmes as graphs five and six show. Notably however, a considerable portion of that workload was as a result of new programme visits to practitioner psychologist programmes. It is apparent that education providers have seen opportunities as a result of the model of regulation we use to generate new programmes. In some instances, we

conducted visits to an established practitioner psychologist programme to reconfirm its approval whilst also reviewing a new programme for initial approval.

There continues to be new programme generation in most professions, though in many cases this tends to be creation of a new version of an existing provision rather than creation of a new provision. Generally, major change is the reason that prompts a visit in most cases as has been the trend over the last two years since the majority of programmes are now in the open-ended approval stage and will only require visits when major changes requiring site visits to gather evidence against the standards of education and training are required. Annual monitoring is still very infrequently the reason for a visit taking place, which is linked to relatively small numbers of programmes which do not have approval reconfirmed in the annual monitoring process.

This year also saw the last of the visits to programmes because they had not been visited since the publication of the QAA subject benchmark statements for the profession. The work to visit programmes for this reason emerged as a result of the transfer of regulatory powers from our predecessor The Council for Professions Supplementary Health (CPSM). At the time of transfer a decision was made by our Education and Training Committee to visit all programmes that had not been visited by the CPSM following the publication of the QAA subject benchmarks. In future years, we will no longer be conducting visits for this reason.

List of visits and outcomes

All HPC reports on programme approval are published on our website at www.hpc-uk.org If you would like more information regarding one of the visits listed below, please see our website.

EP name	Programme name	Mode	Date of visit	Status (at 31 August 2010)
Birmingham City University	BSc (Hons) Speech and Language Therapy	Full Time	22 September 2009	Approved
Birmingham City University	BSc (Hons) Speech and Language Therapy	Part Time	22 September 2009	Approved
University of Salford	BSc (Hons) Prosthetics and Orthotics	Full Time	08 October 2009	Approved
University of Liverpool	Pg Dip (Radiotherapy)	Full Time	28 October 2009	Approved
University of Derby	MA Dramatherapy	Full Time	04 November 2009	Approved
Association of Clinical Scientists	Certificate of Attainment	Flexible	11 November 2009	Approved
Institute of Biomedical Science	Certificate of Competence (Degree containing the Registration Training Portfolio)	Flexible	24 November 2009	Approved
Institute of Biomedical Science	Certificate of Competence (Degree followed by Registration Training Portfolio)	Flexible	24 November 2009	Approved
Institute of Biomedical Science	Certificate of Competence (Non-accredited degree followed by Registration Training Portfolio)	Flexible	24 November 2009	Approved
Queen Margaret University	MSc (pre registration) in Speech and Language Therapy	Part Time	08 December 2009	Approved
Queen Margaret University	MSc (pre registration) in Speech and Language Therapy.	Full Time	08 December 2009	Approved
Queen Margaret University	Post Graduate Diploma (pre -registration) Speech and Language Therapy	Full Time	08 December 2009	Approved
St George's, University of London	PG Practice Cert in Supplementary Prescribing (Health Professions Council (HPC) members) Level 7	Part Time	09 December 2009	Approved
St George's, University of London	Practice Certificate in Supplementary Prescribing Health Professions Council (HPC) Members Level 6	Part Time	09 December 2009	Approved

University of Nottingham	Professional Doctorate in Forensic Psychology	Full Time	12 January 2010	Approved
University of Nottingham	Top up Professional Doctorate in Forensic Psychology	Full Time	12 January 2010	Approved
The Open University	Diploma in Higher Education in Paramedic Sciences	Part Time	28 January 2010	Approved
The Open University	Foundation Degree in Paramedic Science	Part Time	28 January 2010	Approved
University of Salford	BSc (Hons) Occupational Therapy	Full Time	04 February 2010	Approved
University of Salford	BSc (Hons) Occupational Therapy	Part Time	04 February 2010	Approved
University of Wales, Newport	MA Art Psychotherapy	Full Time	09 February 2010	Request withdrawn
University of Wales, Newport	MA Music Psychotherapy	Full Time	09 February 2010	Request withdrawn
Manchester Metropolitan University	BSc (Hons) Physiotherapy	Full Time	11 February 2010	Approved
University of Plymouth	Professional Doctorate in Clinical Psychology	Full Time	02 March 2010	Approved
British Psychological Society	Qualification in Counselling Psychology	Flexible	03 March 2010	Pending - Approved September 2010
Teesside University	MSc Rehabilitation (Occupational Therapy)	Part Time	03 March 2010	Pending - Approved October 2010
Teesside University	MSc Rehabilitation (Physiotherapy)	Part Time	03 March 2010	Pending - Approved October 2010
Teesside University	Pg Dip Rehabilitation (Occupational Therapy)	Part Time	03 March 2010	Pending - Approved October 2010
Teesside University	Pg Dip Rehabilitation (Physiotherapy)	Part Time	03 March 2010	Pending - Approved October 2010
East of England Ambulance Service NHS Trust	Certificate of Higher Education in Emergency Medical Care (incorporating the IHCD paramedic award)	Part Time	11 March 2010	Pending - Approved October 2010
University of Cumbria	Non-Medical Prescribing (Masters Level)	Part Time	16 March 2010	Approved
University of Cumbria	Non-Medical Prescribing (Undergraduate Level)	Part Time	16 March 2010	Approved
University College London	Doctorate in Clinical Psychology (DclinPsych)	Full Time	18 March 2010	Approved

Aston University	BSc (Hons) Applied Biomedical Science	Full Time	23 March 2010	Pending - Approved October 2010
University of Essex	BSc (Hons) Occupational Therapy	Full Time Accelerated	23 March 2010	Approved
University of Essex	BSc (Hons) Occupational Therapy	Part Time	23 March 2010	Approved
University of Essex	BSc (Hons) Physiotherapy	Part Time	23 March 2010	Approved
University of Essex	MSc Occupational Therapy (Pre-registration)	Full Time	23 March 2010	Approved
University of Essex	Post Graduate Diploma in Occupational Therapy (Pre-registration)	Full Time	23 March 2010	Approved
Queen Margaret University	MSc Occupational Therapy (Pre-registration)	Full Time	30 March 2010	Approved
Queen Margaret University	Pg Dip Occupational Therapy	Full Time	30 March 2010	Approved
University of Manchester	Educational and Child Psychology (D.Ed.Ch.Psychol)	Full Time	13 April 2010	Approved
University of Wales, Institute Cardiff	BSc (Hons) Applied Biomedical Science	Full Time	13 April 2010	Pending - Approved September 2010
University of Wales, Institute Cardiff	BSc (Hons) Applied Biomedical Science	Part Time	13 April 2010	Pending - Approved September 2010
Keele University	BSc (Hons) Physiotherapy	Full Time	14 April 2010	Approved
Queen Margaret University	MSc Art Psychotherapy (International)	Full Time	20 April 2010	Approved
Queen Margaret University	MSc Art Psychotherapy (International)	Part Time	20 April 2010	Approved
Queen Margaret University	MSc Art Therapy	Full Time	20 April 2010	Approved
Queen Margaret University	MSc Art Therapy	Part Time	20 April 2010	Approved
Queen Margaret University	MSc Music Therapy (Nordoff Robbins)	Full Time	20 April 2010	Approved
Queen Margaret University	MSc Music Therapy (Nordoff Robbins)	Part Time	20 April 2010	Approved
University of Bristol	Doctorate of Educational Psychology (D.Ed.Psy.)	Full Time	21 April 2010	Pending - Approved September 2010
Sheffield Hallam University	BSc (Hons) Occupational Therapy (Practice Based Learning)	Work Based learning	27 April 2010	Approved

Sheffield Hallam University	BSc (Hons) Physiotherapy (Practice Based Learning)	Work Based learning	27 April 2010	Approved
Edge Hill University	BSc (Hons) Operating Department Practice	Full Time	28 April 2010	Approved
Edge Hill University	Dip HE Operating Department Practice	Full Time	28 April 2010	Approved
University of Ulster	BSc (Hons) Dietetics	Full Time	28 April 2010	Pending - Approved October 2010
University of Ulster	MSc Dietetics	Full Time	28 April 2010	Pending - Approved October 2010
University of Ulster	Pg Dip Dietetics	Full Time	28 April 2010	Pending - Approved October 2010
Institute of Psychiatry	Doctorate in Clinical Psychology (DClinPsy)	Full Time	29 April 2010	Approved
University of Birmingham	Applied Educational and Child Psychology (D.Ed.Psy)	Full Time	29 April 2010	Approved
Anglia Ruskin University	MA Dramatherapy	Full Time	11 May 2010	Approved
Teesside University	Doctorate in Clinical Psychology (DclinPsy)	Full Time	12 May 2010	Pending - Approved October 2010
Tavistock & Portman NHS Trust	Doctorate in Child, Community and Educational Psychology (D.Ch.Ed.Psych.)	Full Time	13 May 2010	Approved
University of Wolverhampton	BSc (Hons) Applied Biomedical Science	Full Time	18 May 2010	Approved
University of the West of England, Bristol	BSc (Hons) Diagnostic Imaging	Full Time	19 May 2010	Approved
University of the West of England, Bristol	BSc (Hons) Occupational Therapy	Full Time	19 May 2010	Approved
University of the West of England, Bristol	BSc (Hons) Occupational Therapy	Part Time	19 May 2010	Approved
University of the West of England, Bristol	BSc (Hons) Physiotherapy	Full Time	19 May 2010	Approved
University of the West of England, Bristol	BSc (Hons) Radiotherapy and Oncology	Full Time	19 May 2010	Approved
University of the West of England, Bristol	Graduate Diploma Diagnostic Imaging	Full Time	19 May 2010	Approved
University of the West of England, Bristol	Graduate Diploma Occupational Therapy	Full Time	19 May 2010	Approved
University of the West of England, Bristol	Graduate Diploma Occupational Therapy	Part Time	19 May 2010	Approved

University of the West of England, Bristol	Graduate Diploma Physiotherapy	Full Time	19 May 2010	Approved
University of the West of England, Bristol	Graduate Diploma Radiotherapy and Oncology	Full Time	19 May 2010	Approved
University of Exeter	Doctorate in Clinical and Community Psychology (DClinPsy)	Full Time	02 June 2010	Pending - Approved October 2010
University of Exeter	Doctorate in Clinical Psychology	Full Time	02 June 2010	Pending - Approved October 2010
University of Surrey	Doctorate in Clinical Psychology (PsychD)	Full Time	08 June 2010	Pending - Approved October 2010
Institute of Education, University of London	Doctorate in Professional Educational, Child and Adolescent Psychology (DEdPsy)	Full Time	16 June 2010	Approved
British Psychological Society	Diploma in Forensic Psychology	Flexible	22 June 2010	Pending - Approved December 2010
British Psychological Society	Qualification in Forensic Psychology	Flexible	22 June 2010	Pending - Approved December 2010
University of Leeds	Doctorate in Clinical Psychology (DClinPsychol)	Full Time	22 June 2010	Pending - Approved February 2011
London Metropolitan University	Professional Doctorate in Health Psychology	Full Time	24 June 2010	Pending - Approved September 2010
London Metropolitan University	Professional Doctorate in Health Psychology	Part Time	24 June 2010	Pending - Approved September 2010
Roehampton University	MA Art Psychotherapy	Full Time	29 June 2010	Pending - Approved October 2010
Roehampton University	MA Art Psychotherapy	Part Time	29 June 2010	Pending - Approved October 2010
Roehampton University	MA Art Therapy	Full Time	29 June 2010	Pending - Approved October 2010

Roehampton University	MA Art Therapy	Part Time	29 June 2010	Pending - Approved October 2010
Roehampton University	MA Dramatherapy	Part Time	29 June 2010	Pending - Approved October 2010
Roehampton University	MA Music Therapy	Full Time	29 June 2010	Pending - Approved October 2010
Roehampton University	MA Music Therapy	Part Time	29 June 2010	Pending - Approved October 2010
City University	Professional Doctorate in Counselling Psychology	Full Time	30 June 2010	Pending - Approved December 2010
Leeds Metropolitan University	BSc (Hons) Physiotherapy	Full Time	01 July 2010	Pending - Approved September 2010
University of Glamorgan	MSc Health Psychology	Full Time	08 July 2010	Pending - Approved March 2011
University of Glamorgan	MSc Health Psychology	Part Time	08 July 2010	Pending - Approved March 2011
University of the West of England, Bristol	Post Graduate Diploma in Health Psychology (Professional Practice)	Full Time	08 July 2010	Pending - Approved December 2010
University of the West of England, Bristol	Professional Doctorate in Health Psychology	Full Time	08 July 2010	Pending - Approved December 2010
St George's, University of London	Foundation Science Degree in Paramedic Science	Full Time	13 July 2010	Pending - Approved September 2010
St George's, University of London	Foundation Science Degree in Paramedic Science	Part Time	13 July 2010	Pending - Approved September 2010
Birmingham City University	Non-medical Prescribing for Allied Health Professionals	Full Time	21 July 2010	Pending - Approved October 2010
Birmingham City University	Non-medical Prescribing for Allied Health Professionals	Part Time	21 July 2010	Pending - Approved October 2010

Birmingham City University	Principles of Prescribing for Health Care Professionals	Full Time	21 July 2010	Pending - Approved October 2010
Birmingham City University	Principles of Prescribing for Health Care Professionals	Part Time	21 July 2010	Pending - Approved October 2010
Birmingham City University	BSc (Hons) Paramedic Practice	Full Time	10 August 2010	Request withdrawn
Birmingham City University	Dip HE Paramedic Practice	Full Time	10 August 2010	Request withdrawn
Birmingham City University	Foundation Degree Paramedic Practice (in collaboration with ERS International Limited)	Full Time	10 August 2010	Request withdrawn
Birmingham City University	Graduate Diploma Paramedic Practice	Full Time	10 August 2010	Request withdrawn
University of Chester	MA Art Therapy	Full Time	11 August 2010	Pending - Approved December 2010
University of Chester	MA Art Therapy	Part Time	11 August 2010	Pending - Approved December 2010
University of Manchester	Doctorate in Counselling Psychology	Full Time	18 August 2010	Pending - Approved October 2010

Outcome of visits

After an approval visit, Visitors can recommend to the Education and Training Committee, one of the following.

- Approval of a programme without any conditions.
- Approval of a programme subject to all conditions being met.
- Non-approval of a new programme.
- Withdrawal of approval from a currently approved programme.

This year, all programmes visited were recommended for approval, apart from six which withdrew their requests for approval on the day of the visit or following the visit. This year only three per cent of programmes visited were recommended for approval without any conditions.

Table 2 Summary of outcomes

Decision	Number of outcomes	Percentage
Approval of a programme without any conditions	3	3
Approval of a programme subject to all conditions being met	57	54
Non-approval of a new programme	0	0
Withdrawal of approval from a currently approved programme	0	0
Pending	44	42

NB - six programmes withdrew their request for approval on the day of or following the visit so no final decisions were made on approval,

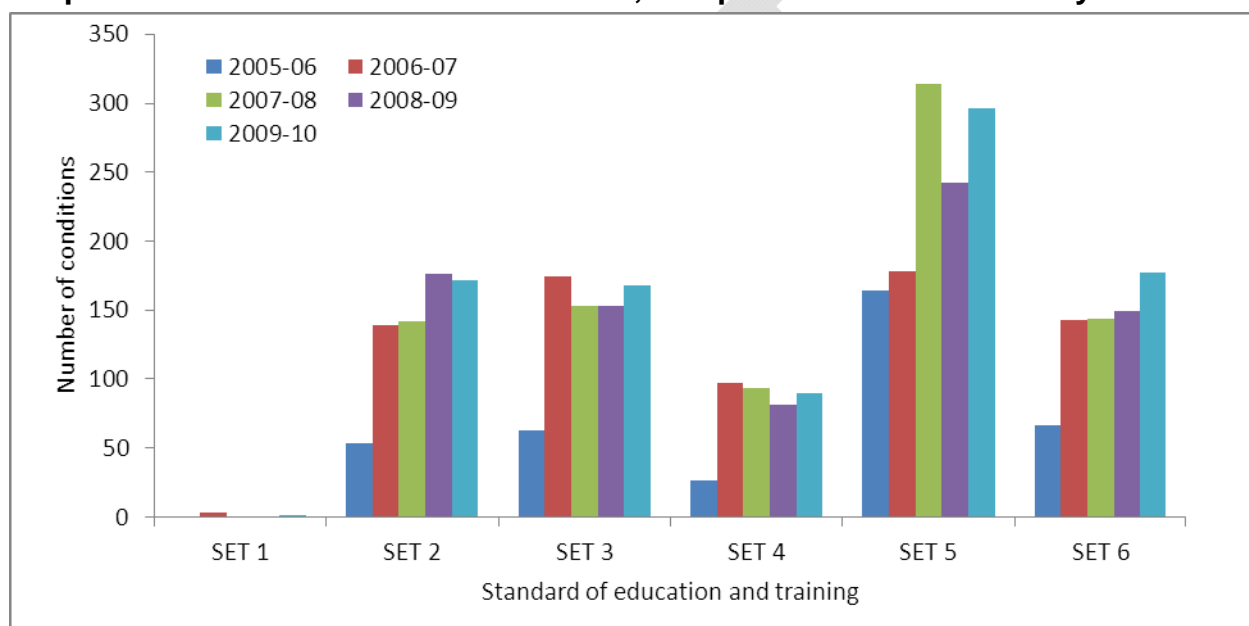
Table 2 summarises all the outcomes from the visits which took place this year. The most notable difference between this and other years is the high number of pending decisions on 31 August 2010. Of the pending decisions 34 received a final decision for approval either in September 2010 or October 2010 leaving 10 programmes which received a final decision from December 2010 through to March 2011. In all cases, education providers did not have to delay start dates to programmes as a result of waiting for a pending outcome as they related to programmes with start dates later in the academic year. Once all programmes received a final decision, 97% of programmes received were approved subject all conditions being met.

Conditions

'Conditions' are requirements made of an education provider, by Visitors, which must be met before a programme can be recommended for approval. Conditions are linked to the standards of education and training and require changes to the programme to ensure the threshold standards are met. There are 57 specific standards which can have conditions mapped against them.

This year, there were 904 conditions set across the 110 programmes visited. This gives an average of eight conditions per programme. This sees an increase in the total number of conditions by 103 and an increase in the number of programmes visited by 19.

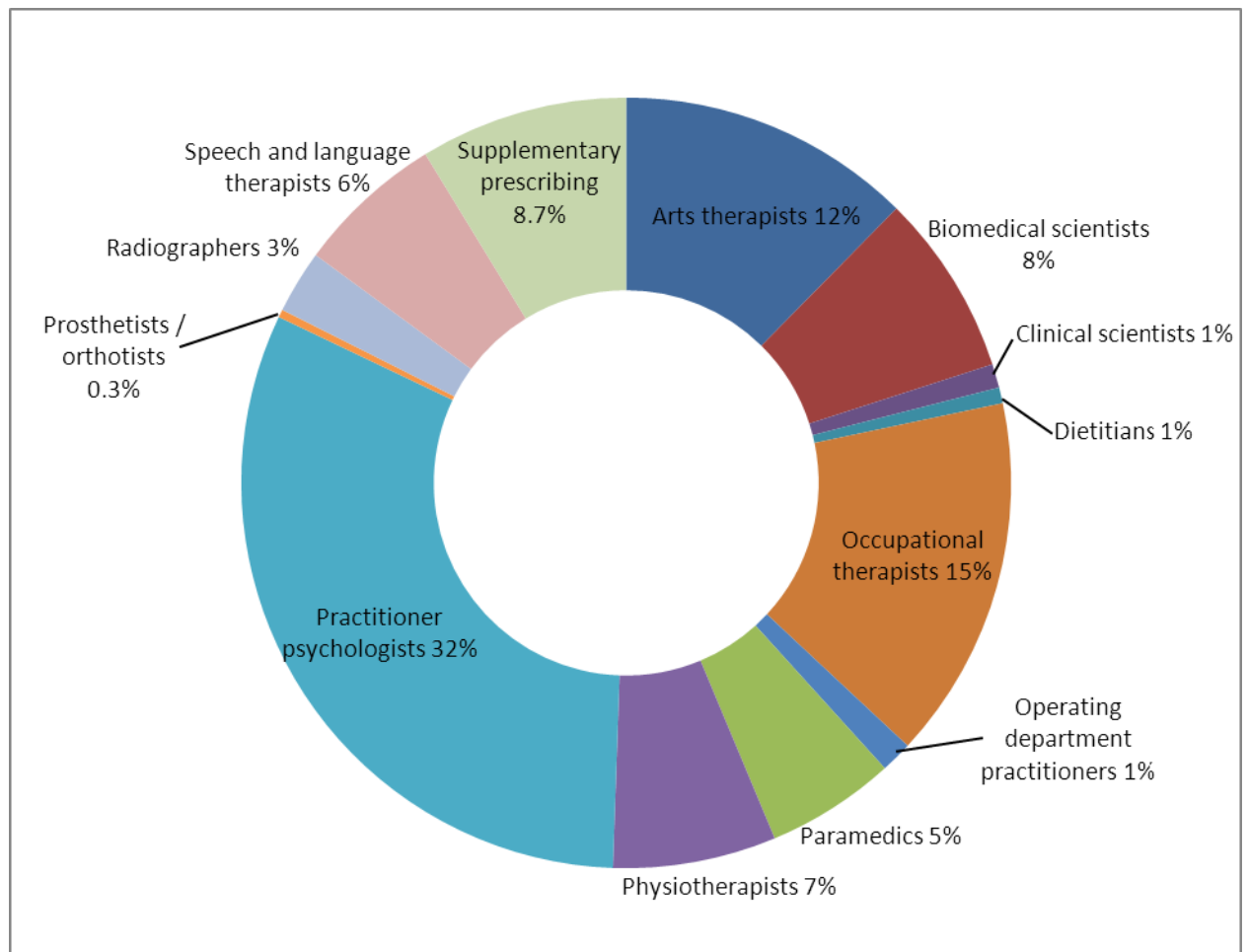
Graph 7 Number of conditions in 2009-10, compared over the last five years



Graph seven illustrates the distribution of conditions across the standards of education over the last five years. The distribution of conditions this year is relatively similar to the preceding five years. Standard five continues to be the area in which the most conditions are applied and the reasons for this are also the same in that practice placements are the area of approved programmes that education providers must work with the most stakeholders and invest the most resources. In the autumn of 2011 we will be delivering a series of seminars which are focussed on the issues education providers face in meeting our standards around practice placements with the intent to assist education providers develop a stronger understanding of our requirements in this area of programme design and management.

There is greater parity between the number of conditions on approval across SET 2, 3 and 6 than in previous years. SET 6 has seen a relatively significant increase in the number of conditions applied to it. It may seem likely that this increase is a result of our visits to practitioner psychologist programmes which would inherently be less familiar with our standards, but further analysis suggests that the data does not support this.

Graph 8 Breakdown of conditions - by profession

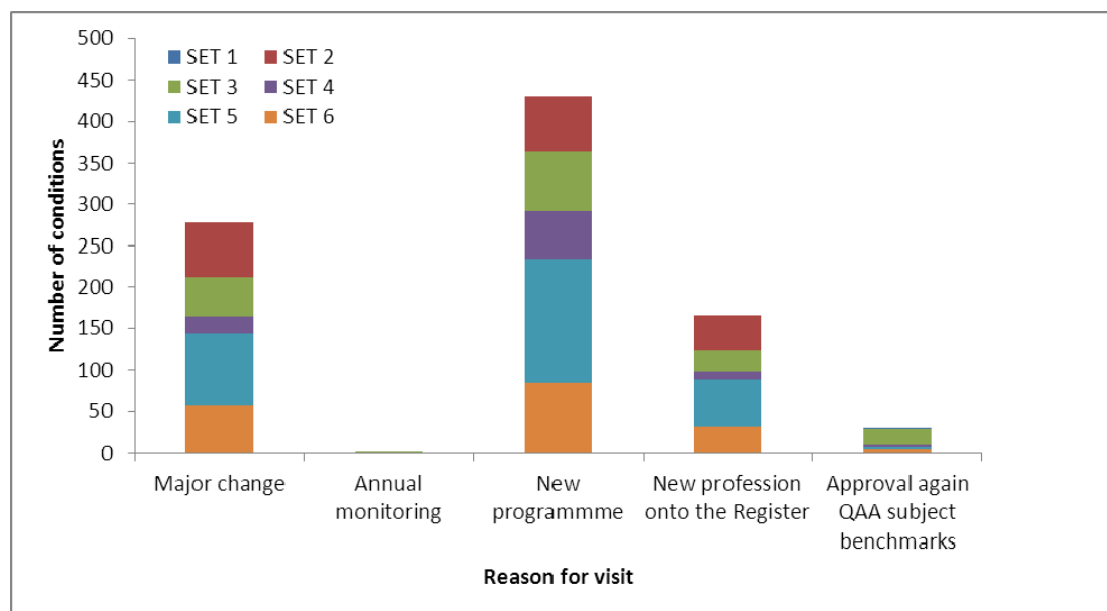


Generally the number of conditions applied to a particular profession is linked closely to the number of visits that we perform for a profession rather than profession specific reasons for difficulties in meeting our standards. Whilst graph eight does show that practitioner psychologist programmes attracted the highest percentage of conditions on approval, this information needs to be considered in light of the information from graph six. In graph six it is evident that the number of visits to practitioner psychologist programmes is much higher than many of the other professions and so there would be a natural tendency towards a higher number of conditions as a result. Also, there are a substantial number of new programmes being generated within psychology. Previous annual reports have highlighted that above all factors, the creation of a new programme is most likely to lead to a high number of conditions on approval.

Graph nine shows how the reason for a visit can have an impact on the number of conditions on approval. It is noticeable that new programme visits once again attracted the highest number of conditions. This is usually attributed to education providers being caught between asked to commit resources for the sake of approval from us and potentially being unwilling to commit resources until such time as approval is in place. We will continue to

ensure resources are committed to programmes before approval is granted and so we will continue to advise education providers of the need to be prepared to demonstrate resource commitment to all facets of the programme at the approval visit or in documentation.

Graph 9 Breakdown of conditions against standards - by reason for visit and SET



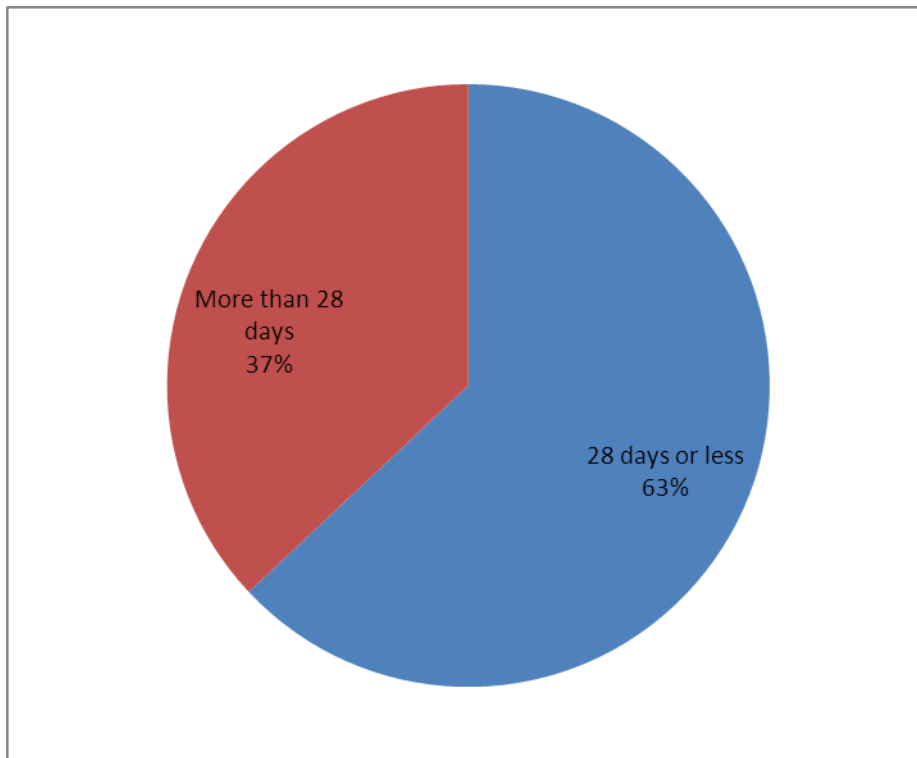
When considering the number of conditions applied to a programme against the reason for visit, it is clear that the visits to practitioner psychologist visits which were already in place before the transfer of regulatory authority to us generally attracted fewer conditions overall per programme and also a smaller proportion of conditions around practice placements (SET5) and assessment standards (SET6).

Notably, new programme visits continue to attract the highest number of conditions and major change visits are also receiving a considerable number of conditions. The reason major change visits may be attracting a high number of conditions is linked to the fact that the decision to visit a programme rather than review documentation to approve changes inherently means that a programme is changing significantly and in may be making considerable changes to all areas of the programme. The very low number of conditions applied to visits to approve against QAA subject benchmarks is reflective of the very low number of visits conducted for this reason.

Visitors' reports

Following a visit, our Visitors produce a report which is sent to the education provider. Our process gives us up to 28 days to produce this report. After a report is sent to the education provider, they have 28 days to make any observations on it. After these 28 days, the Visitors' report is considered by the Education and Training Committee and the final outcome and conditions agreed.

Graph 10 Breakdown of days taken to produce visitors' reports



There has been an increase by six percent from last year in the number of reports taking more than 28 days to submit to an education provider. Of the 38 programmes for which reports took longer than 28 days to issue, 23 were issued within one calendar month of the visit. We will continue to work to reduce the number of reports which take longer than 28 days to produce. In some instances the delays to submission of reports to education providers arises from the initial drafting process or from awaiting approval from the visitors allocated to the visit.

Who makes representations on Visitor reports?

This year, we published visitor reports for 104 programmes. We received representations from education providers on 27 of these programmes. This represents 26 per cent of all programmes. Some of these representations were issues of factual inaccuracy, whilst others raised objections to particular conditions recommended by the Visitors.

The rate of observations being submitted has returned to levels more consistent across the previous years after an unusually high level last year. This has in part been owed to greater guidance about when and how to provide observations to us as many in the preceding year were related to issues of factual accuracy that did not amend the outcomes of the report and could have been addressed without the need to formally submit observations.

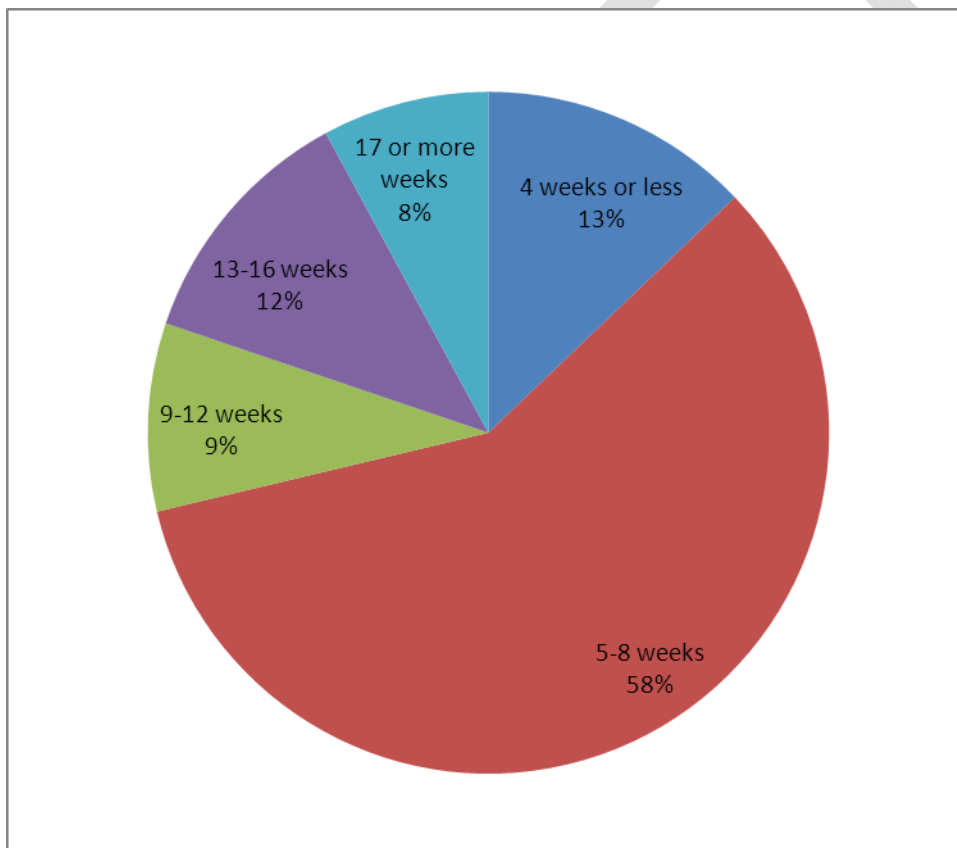
The Education and Training Committee considered the Visitor reports for all 104 programmes for which they were produced. They made variations to the Visitor reports for seven programmes. This represents 7 per cent of all

programmes. The variations ranged from areas of technical inaccuracy to amending the language of conditions to make them more appropriate to the work required.

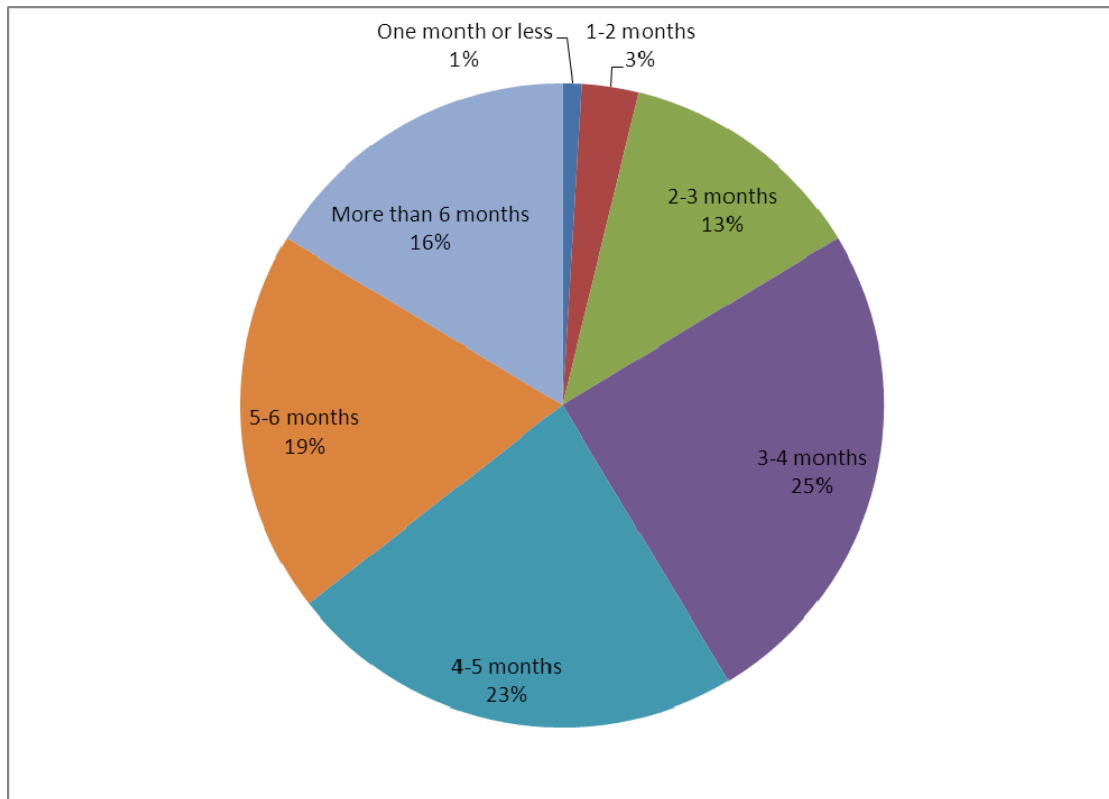
How long does it take to meet conditions?

If we have placed conditions on a programme, we will negotiate a due date by which the education provider should meet the conditions. When deciding on a due date, we will consider issues such as how long education providers need to address the conditions, the start date of the programmes and the schedule of our Education and Training Committee meetings. Once the response from education providers is received, our Visitors assess the documentation and make a final recommendation to our Education and Training Committee on whether the conditions have been met, or not.

Graph 11 Breakdown of weeks between visit and initial response to meet conditions received



Graph 12 Number of months between visit and final decision on programme approval



Graph eleven shows how long it took education providers to respond initially to conditions placed on approval of programmes following a visit. 80% of programmes responded to conditions within 12 weeks which is within our normal expectation of the time required to produce reports and education providers to take action to address conditions. In some cases, education providers planning further ahead into the following academic year can be allowed longer to meet conditions if the programme is not due to commence or if there are particularly significant activities required before approval can be granted. For currently approved programmes wishing to continue working to meet conditions after the next cohort commences we ask education providers to seek special permission from the Education and Training Committee.

Graph twelve sets out the time taken from the date of the visit to reach a final decision on approval. Only in a very small number of cases can programmes be approved within three months of the visit date and this normally only occurs when no conditions have been applied. Most typically education providers are receiving a final decision between three to five months from the date of the visit. This duration links to the average time education providers take to initially respond to conditions and also the additional time required if a second response is required. On top of this, our Education and Training Committee are required to meet and formally approve programmes. The Education and Training Committee meet ten times a year and so education providers are often able to have approval granted shortly after a recommendation is made by the visitors. However, education providers

meeting conditions in December can sometimes see a lag in the final decision owing to the gap between meetings over the winter holidays. The instances where education providers received a final decision in more than six months are all linked to programmes where the education providers took more than the usually allotted time to meet conditions.

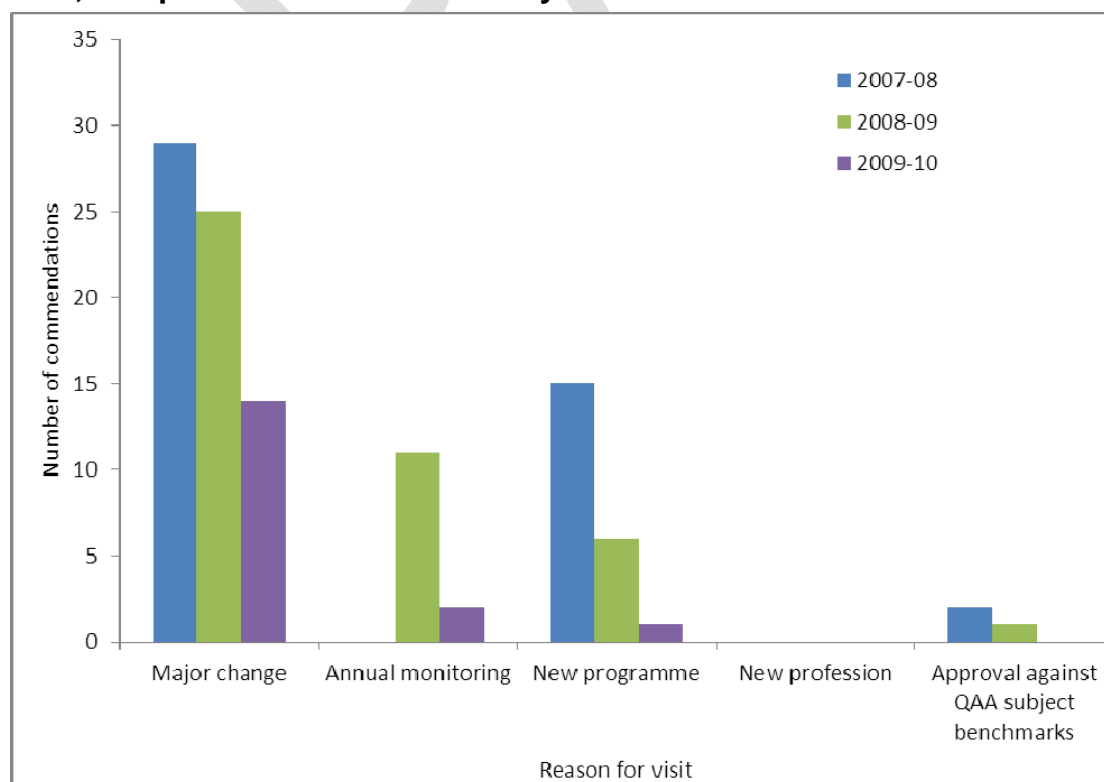
Commendations

In March 2008, the Education and Training Committee made the decision to report on the commendations which were given as part of the approval process. The publication of the trends in relation to commendations will disseminate good practice in the provision of education and training linked to the professions.

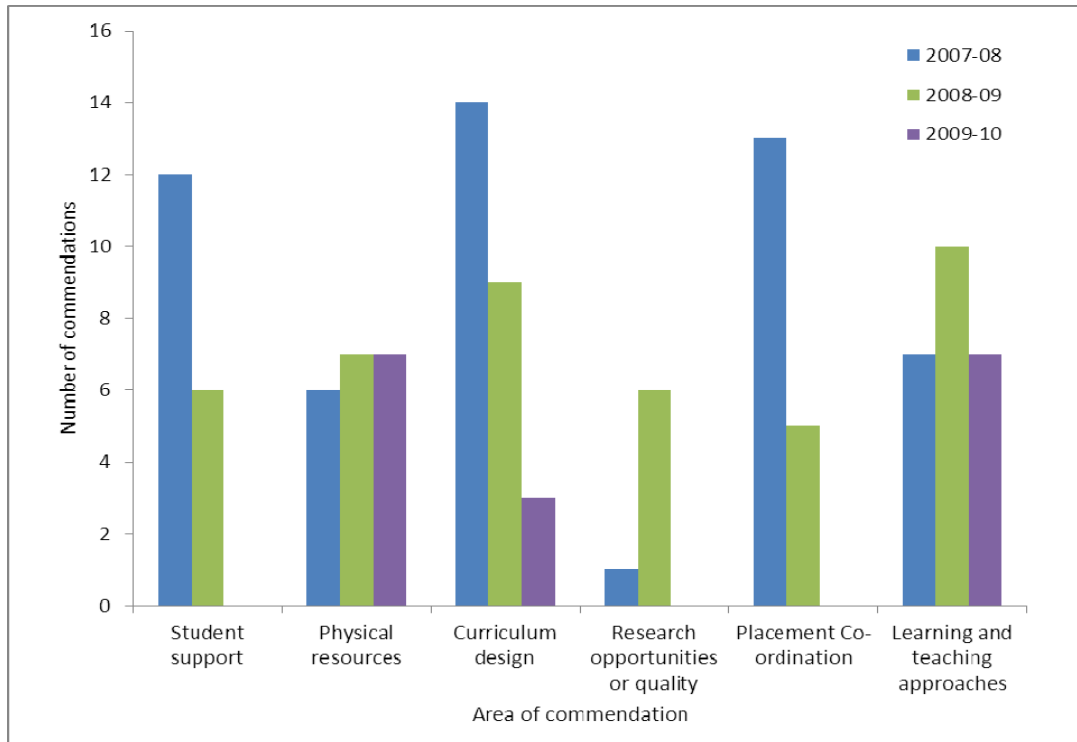
Commendations, as conditions, are contained within the approval visit report and can therefore be viewed online at www.hpc-uk.org

This year a total of 17 commendations were given to programmes. This is considerably less than last year (a reduction of approximately 84%). It is unclear why there has been such a dramatic reduction in the number of commendations, but it may be owed to the guidance offered to visitors being adhered to fully after it was introduced in 2007-2008 which sought to ensure that commendations truly reflected innovative good practise and could be shared effectively as a result of being reported by us.

Graph 13 Breakdown of the number of commendations - by reason for visit, compared over the last three years



Graph 14 Breakdown of number of commendations in 2009-10 - by area of commendation, compared over the last three years



Graphs 13 and 14 breakdown the number of commendations across the last three years based on the reason for visit and the area of the commendation respectively. It is apparent that major change visits are attracting a higher number of commendations over this period. It is difficult to determine accurately why this might be the case, but it may be linked to the action of quality enhancement and innovation within programme teams as a result of evaluation of programmes. Over the three years, there has been no consistent area of commendation emerging. This year the commendations awarded ranged from:

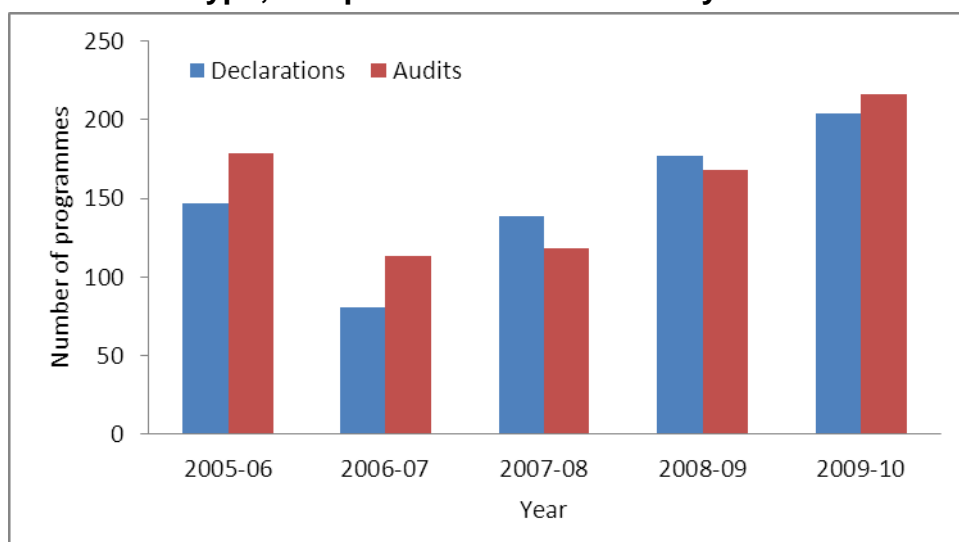
- highly developed remote access to teaching materials for distance learners;
- comprehensive collaboration with stakeholders in curriculum development; and
- use of computer simulations of clinical environments as a teaching and learning tool.

Annual monitoring

Number of annual monitoring submissions

This year we processed 420 monitoring submissions (204 declarations and 216 audits).

Graph 15 Number of programmes monitored in 2009-2010 - by submission type, compared over the last five years



When compared over the last five years as in graph 15 it is clear that the number of annual monitoring submissions is growing each year as predicted. This increase is expected because as we approve more programmes, more programmes move into the monitoring cycle. This year's number of audits was specifically heightened owing to two particular activities. The first activity was the thematic monitoring of ambulance service paramedic programmes following a programme of visits to all ambulance service programmes. You can find out more about our work with ambulance trust programmes in our document 'UK ambulance service pre-registration programmes' which is available on our website www.hpc-uk

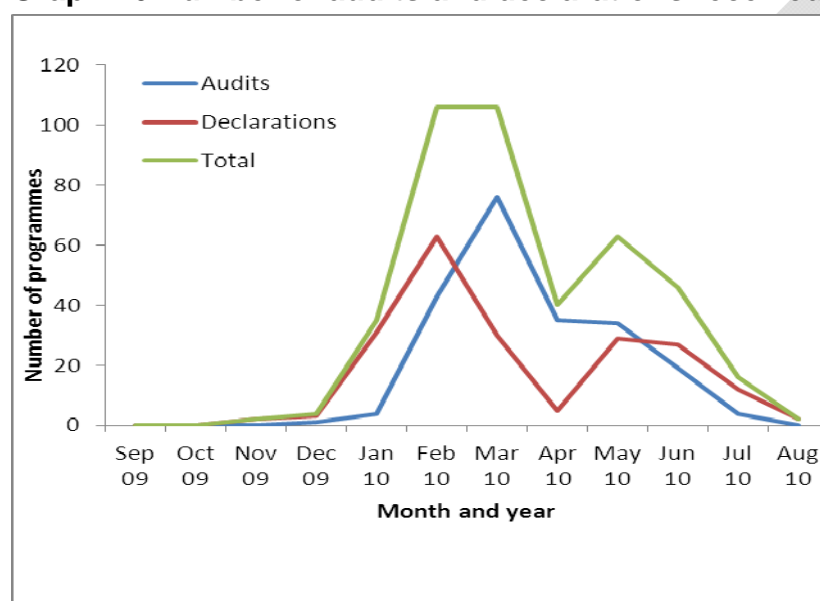
The second activity was a tailored form of monitoring for practitioner psychologist programmes due to be visited by us in 2012-13. Owing the length of time between the initial approval of the programmes and the date of the visits, we undertook a monitoring activity to ensure that there was no reason to bring any of the visits forward. You can find out more about this activity later in this report.

Next year, we anticipate the increase in the number of annual monitoring submissions to be comparatively slower as there are no specific monitoring activities to be performed.

When did the monitoring take place?

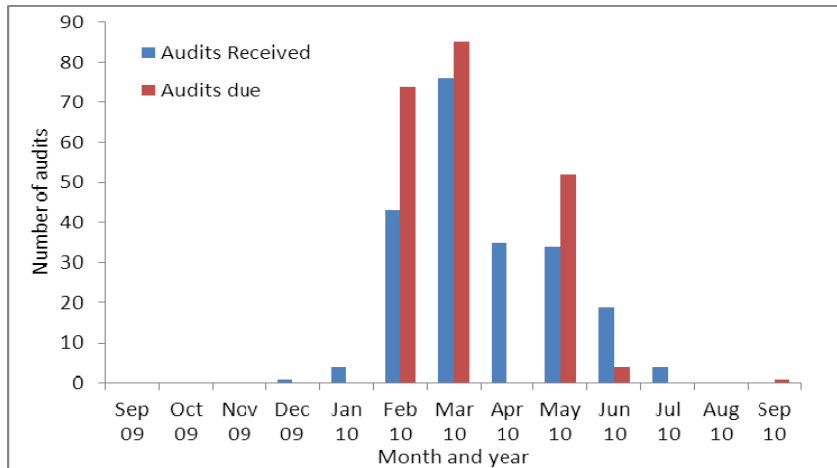
For the first time we batched the deadlines for annual monitoring to assist with improving processing times. In batching the deadlines we asked education providers with ranges of internal monitoring deadlines to submit their documents to us at the same time. It was intended that in doing this, we could avoid some education providers having to wait considerably longer than others to receive a final outcome from the process. For example, some education providers submit their documents to us in December, but they may not be reviewed until March. For a case like this, we asked the education provider to submit their documents to us in February instead.

Graph 16 Number of audits and declarations received - by month

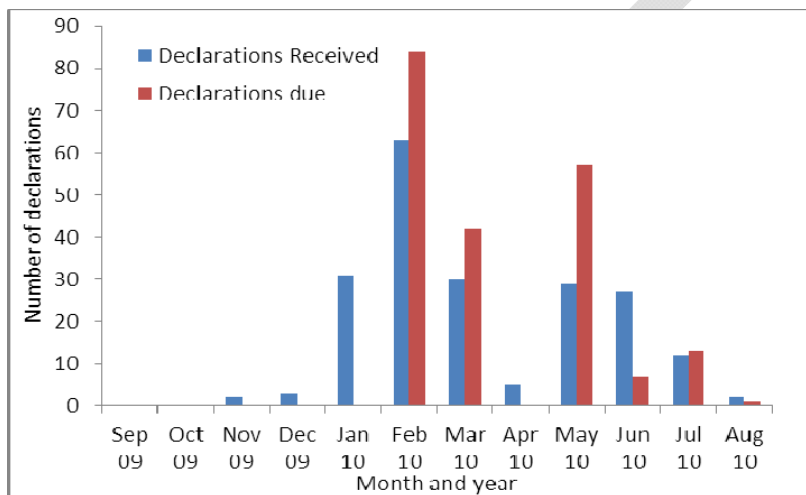


Graph 16 shows how the batching of deadlines affected the annual monitoring workload for the year. The main impact was that the workload was spread wider throughout the end of the academic year than is normally the case. Also two peaks of activity emerged rather than one sustained period as is more normally the case. Education providers also tended to submit their documents to us later than in the preceding year as graphs 18 and 19 illustrate.

Graph 17 Number of audits due and received - by month



Graph 18 Number of declarations due and received - by month



As graphs 17 and 18 show for both declarations and audits education providers seemed to struggle to submit on the particular deadline with considerable numbers submitting later than planned and some submitting earlier. It is not entirely clear why education providers found the new deadline system challenging to operate within as it left the same amount or more time in which to prepare documentation.

Method of assessment

Annual monitoring audit submissions are considered by at least two Visitors, at assessment days or by postal correspondence.

Table 3 Method of assessment in 2009-2010, compared over the last four years

Year	Method of assessment	
	Assessment day	Postal
2006-07	100 (88%)	13 (12%)
2007-08	103 (87%)	15 (13%)
2008-09	150 (89%)	18 (11%)
2009-10	193 (89%)	23 (11%)

Table three shows we are continuing the review the majority of annual monitoring audits using assessment days. However we are still reliant on postal assessment for a number of audits each year which either fall outside of the peak of activity or arise if for some reason the audit cannot be reviewed at the planned assessment day. Most commonly this occurs when a new conflict of interest is discovered between a visitor and an education provider or if for some reason a visitor is suddenly unable to attend an assessment day. We attempt to mitigate this risk by considering conflict of interests at the earliest possible stage in the process of allocation and staying in contact with visitors in the lead up to assessment days so that if possible we can reallocate the work in the event of illness.

Requests for further information

Table four shows whether or not it was required to gather additional information from an education provider before a decision on continued approval could be made. For both methods of assessment the percentage of submissions requiring additional documentation is approximately 41-2%. This is an unusually high rate compared to previous years and in the main is attributed to the relatively high number of ambulance service programmes requiring additional documentation.

Table 4 Requests for further information, by method of assessment

Method of assessment	Further information was requested	
	Yes	No
Assessment day	57	136
Postal	7	16

Summary of outcomes

A declaration form asks education providers to confirm that a programme continues to meet our standards of education and training and that upon completion students will meet the standards of proficiency. Our Visitors do not assess declaration forms. They are forwarded to the Education and Training Committee for consideration.

Each audit submission is looked at by at least one Visitor and a recommendation is made to the Education and Training Committee. Visitors

can make one to two recommendations to the Education and Training Committee. These are as follows.

- There is sufficient evidence that the programme continues to meet the standards of education and training and that those who complete the programme will continue to meet the standards of proficiency for the profession.
- There is insufficient evidence that the programme continues to meet the standards of education and training and that those who complete the programme will continue to meet the standards of proficiency for the profession. An approval visit is required to gather information and if necessary place conditions on continued approval of the programme.

Table 5 Summary of outcomes

Outcome	Number of programmes				
	2005-06	2006-07	2007-08	2008-07	2009-10
Sufficient evidence of standards continuing to be met	172 (96%)	112 (99%)	114 (97%)	153 (91%)	191 (89%)
Insufficient evidence of standards continuing to be met	7 (4%)	1 (1%)	3 (3%)	2 (1%)	5 (2%)
Pending	0 (0%)	0 (0%)	1 (1%)	13 (8%)	20 (9%)

Note: Of the pending submissions, eleven programmes were agreed to continue to meet the standards of education and training in September 2010. Seven programmes were agreed to continue to meet the standards of education and training whilst one programme required a visit in October 2010. One programme was agreed to continue to meet the standards of education and training on 9 December 2010.

Once all final outcomes are accounted for from the pending submissions 3% of programmes required a visit and 97% of programmes showed sufficient evidence of standards continuing to be met. This is relatively consistent with previous years in spite of the relatively high number of pending submissions at 31 August 2010. The reason for the higher number of pending submissions appears to be linked to the batching of deadlines which forced much of the work later into the academic year. Coupled with late submissions and increased requests for additional documentation, the result was an increased number of submissions requiring a final decisions to be made in September, October and December.

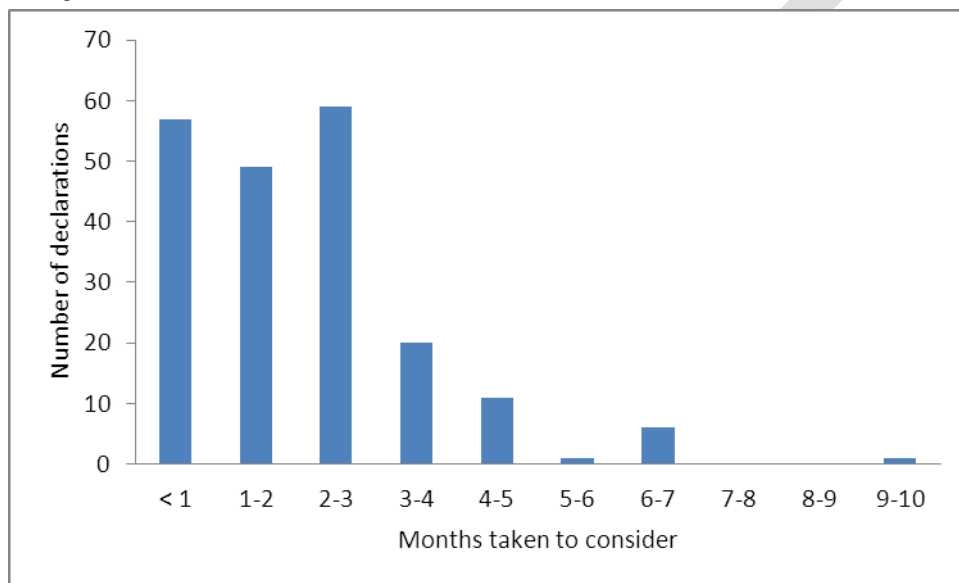
How long does it take for us to consider a submission?

Declaration forms are forwarded directly to the next Education and Training Committee for consideration. We aim to process all annual monitoring declaration submissions in two months.

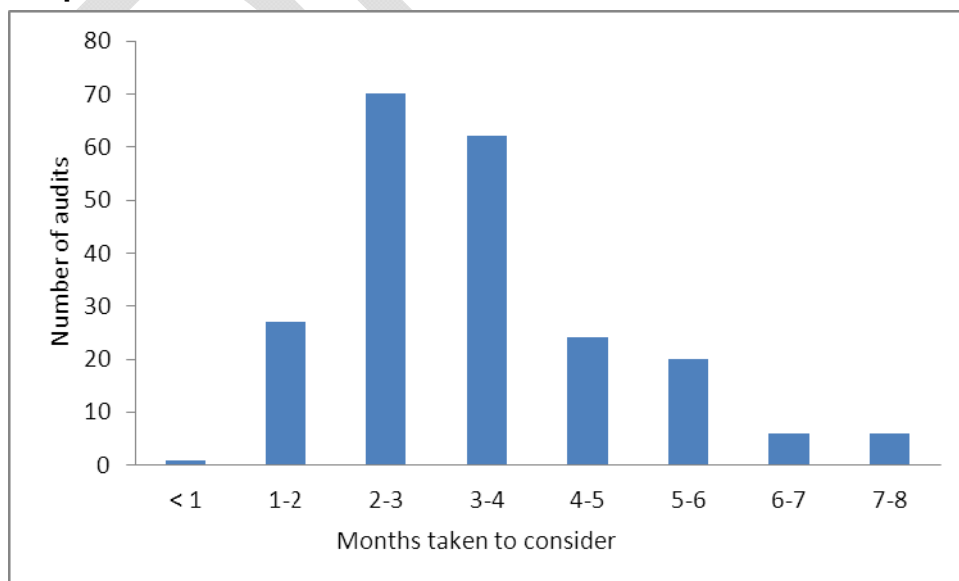
Audit submissions are considered either on an assessment day or by postal correspondence, prior to a recommendation being made to the Education and

Training Committee. Our process allows us approximately three weeks between receipt of the audit submission and the date of the assessment day or posting of the submission. At assessment days, our Visitors produce a report which is forwarded to the next Education and Training Committee for consideration. Visitors have approximately two weeks to consider a submission by postal correspondence and produce a report for the next Education and Training Committee for consideration. Our process allows us at least two weeks between receipt of the Visitors report and the final decision being made by the Education and Training Committee. We aim to process all annual monitoring audit submissions in three months.

Graph 19 Number of months taken to consider declarations



Graph 20 Number of months taken to consider audits



Generally, the majority of audits and declarations continued to be processed within or just outside our expected timescales. However, this year there is an increased number of instances of submissions taking longer than expected. The reasons for this have been highlighted above. The decision was made to revert back to the multiple deadline approach of preceding years as a result of the negative impact batching deadlines had on operational timescales and education providers meeting submission deadlines. Also an additional operational risk was highlighted as a result of managing such high volumes of audits at assessment days if a visitor is unable to attend. In some instances this led to work needing to be carried over to the following assessment days or being reviewed via correspondence.

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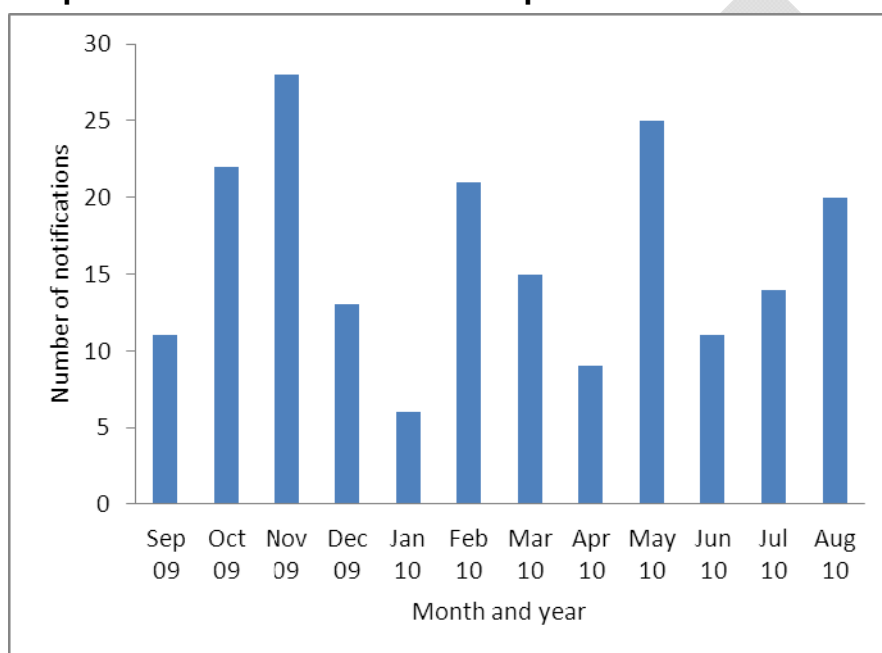
Major change

Number of major change submissions

This year we received 195 major change notification forms. 15 notifications were later withdrawn by the education providers. If education providers decide not to change a programme following a submission to us, this can be done at any time as long as confirmation of the intention to leave the programme unchanged is received in writing.

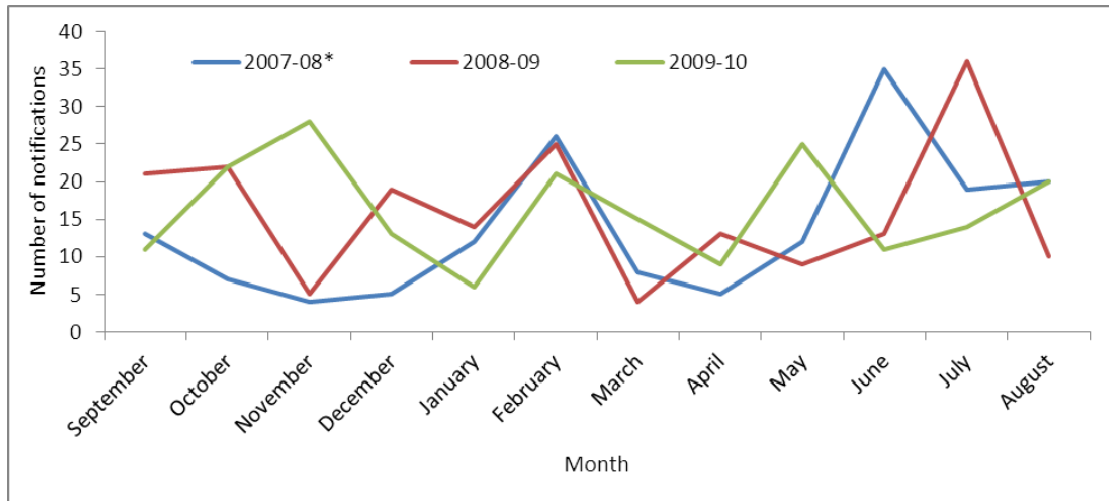
When were the major change submissions received?

Graph 21 Number of notifications per month



Major change notification submission continues to be hard to predict across the year and no pattern appears to be emerging from year to year. It seems most likely that the peak of activity that we see at the start of the academic year in graph 21 is most likely linked to education providers planning changes for the following academic year or as a result of internal quality monitoring being completed as is potentially the case for the small but consistent peak in February in graph 22. However, because changes can occur as a result of unplanned staff changes or changes to service the data also seems to suggest a relatively unpredictable flow of work coming into the Education Department each year.

Graph 22 Number of major change notifications received by month compared over the last three years

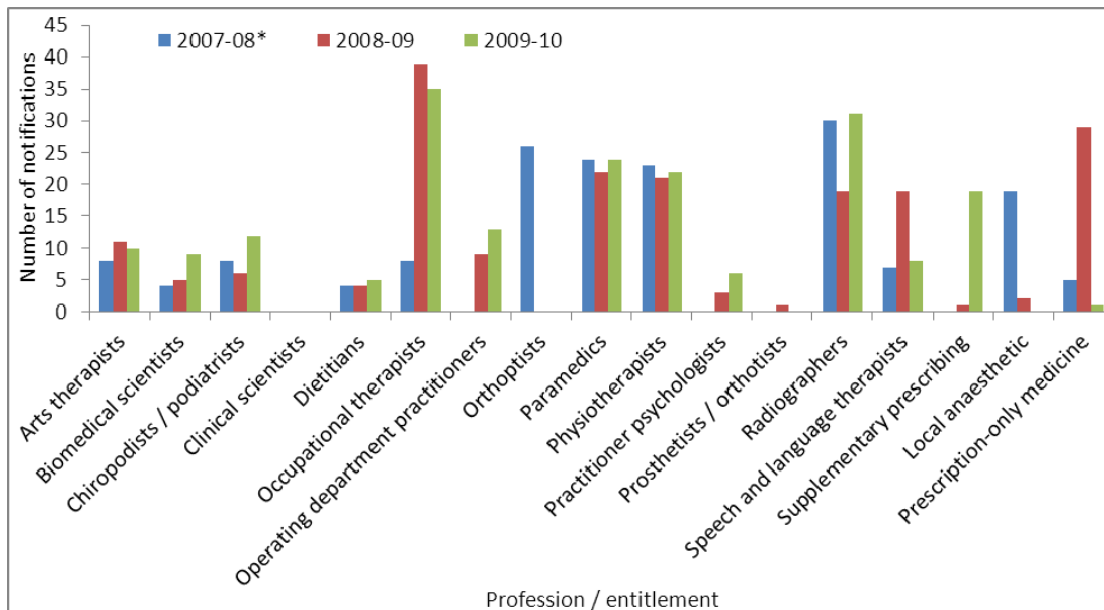


Which professions submitted major changes?

As graph 23 illustrates, we considered more major changes from occupational therapy, radiography, supplementary prescribing, physiotherapy and paramedic programmes than any others this year. Overall, this pattern is to be expected as we have the largest number of approved programmes for each of these professions / entitlements.

However, beyond the numbers of programmes we have approved there appears to be no consistent reason for change emerging across a particular professional group. It would appear that the factors for change are too diverse for patterns to emerge unless widespread curriculum change occurs.

Graph 23 Breakdown of major change notification forms received - by profession and entitlement compared over the last three years



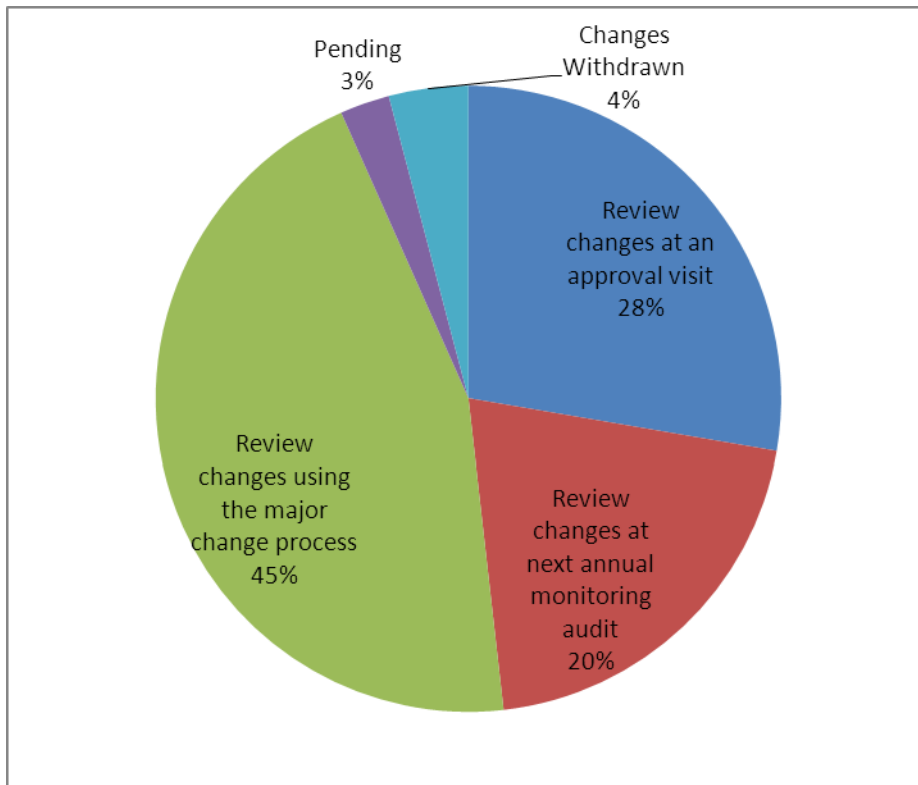
Summary of outcomes

The major change process asks education providers to tell us about any changes to their programmes, whether proposed or retrospective.

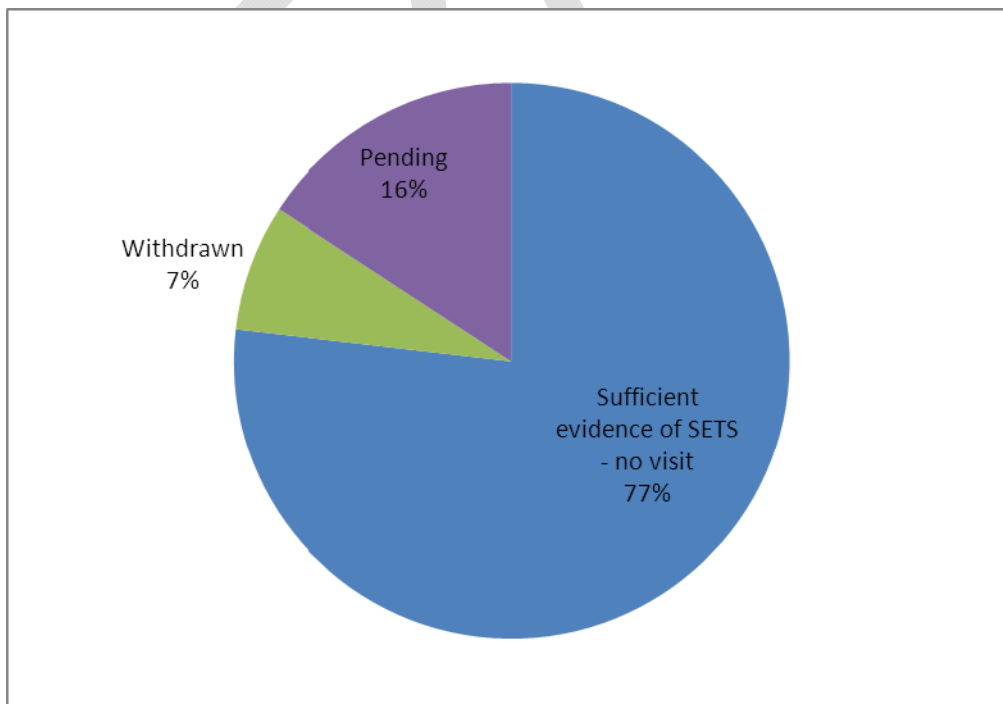
All submissions are initially reviewed by the Education Department and a decision is made about which of the three approval or monitoring processes is most appropriate to consider the change. If the Education Department chooses the approval process or annual monitoring process, the education provider is informed and further arrangements are made to arrange a visit or receive an audit submission at the appropriate time. If the Education Department chooses the major change process the submission is reviewed by at least one Visitor and a recommendation is made to the Education and Training Committee. Visitors can recommend to the Education and Training Committee that there is:

- sufficient evidence to demonstrate that the standards of education and training continue to be met; or
- insufficient evidence to demonstrate that the standards of education and training continue to be met and therefore a visit is required to gather more evidence.

Graph 24 Breakdown of major change submissions - by Education Department recommendation



Graph 25 Breakdown of major change submissions -by visitor recommendation



Graph 24 shows that 48% of changes being submitted on major change notification forms are either being channelled directly through to the approval or annual monitoring processes. 45% are being reviewed by visitors as a major change. This is slight reduction from the preceding year for both major change and approval visit recommendations, whilst reviewing changes through annual monitoring has seen a ten per cent increase since last year. Again, the nature of the change dictates the outcome of the process, and since the factors causing change are unpredictable, it is likely that we will also see fluctuations in how change is managed through the processes.

As last year, graph 25 indicates that the vast majority of programmes that are reviewed by visitors are found to continue to be meeting the standards of education and training. This is an encouraging statistic as it goes some way to endorsing the open-ended approval model as education providers appear to be able to make changes to programmes that whilst significant are consistent with the standards without the need for overly burdensome scrutiny. Of the 15 pending submissions, one did finally require a visit following visitor scrutiny but including all the final outcomes from the pending submissions means that 92% of submissions continued to meet the standards of education and training.

List of outcomes

Date notification received	Education provider	Programme name	Mode	Status (at 31 August 2010)
September 2009	East of England Ambulance Service NHS Trust	Certificate of Higher Education in Emergency Medical Care (incorporating the IHCD paramedic award)	Part Time	Use Approval process to review changes
September 2009	Edge Hill University	Dip HE Operating Department Practice	Full Time	Use Approval process to review changes
September 2009	Birmingham Metropolitan College	BSc (Hons) Podiatry	Full Time	Use Annual Monitoring process to review changes
September 2009	University Campus Suffolk	BSc (Hons) Diagnostic Radiography	Full Time	Sufficient evidence of SETs - No visit
September 2009	University Campus Suffolk	BSc (Hons) Oncology and Radiotherapy Technology	Full Time	Sufficient evidence of SETs - No visit
September 2009	University Campus Suffolk	Diploma of Higher Education Operating Department Practice	Full Time	Sufficient evidence of SETs - No visit
September 2009	Sheffield Hallam University	BSc (Hons) Physiotherapy	Work Based learning	Changes withdrawn by education provider
September 2009	Sheffield Hallam University	BSc (Hons) Occupational Therapy	Work Based learning	Changes withdrawn by education provider
September 2009	Birmingham City University	BSc (Hons) Radiotherapy	Full Time	Use Annual Monitoring process to review changes
September 2009	Birmingham City University	BSc (Hons) Radiotherapy	Part Time	Use Annual Monitoring process to review changes
September 2009	University of Huddersfield	Supplementary Prescribing for Allied Health Professionals	Part Time	Use Annual Monitoring process to review changes
October 2009	The University of Northampton	Diploma of Higher Education in Paramedic Science	Full Time	Sufficient evidence of SETs - No visit
October 2009	University of Chester	BSc (Hons) Nutrition and Dietetics	Full Time	Sufficient evidence of SETs - No visit
October 2009	University of Huddersfield	BSc (Hons) Podiatry	Full Time	Sufficient evidence of SETs - No visit

October 2009	University of Huddersfield	BSc (Hons) Podiatry	Part Time	Sufficient evidence of SETs - No visit
October 2009	New College Durham	Prescription Only Medicine Certificate	Part Time	Sufficient evidence of SETs - No visit
October 2009	St George's, University of London	Foundation Degree in Paramedic Science	Full Time	Use Approval process to review changes
October 2009	St George's, University of London	Foundation Science Degree in Paramedic Science	Full Time	Use Approval process to review changes
October 2009	St George's, University of London	Foundation Science Degree in Paramedic Science	Part Time	Use Approval process to review changes
October 2009	Birmingham City University	Fd Health and Social Care (Paramedic Science)	Full Time	Sufficient evidence of SETs - No visit
October 2009	Sheffield Hallam University	BSc (Hons) Physiotherapy	Work Based learning	Use Approval process to review changes
October 2009	University of Ulster	BSc (Hons) Radiography (Diagnostic)	Full Time	Sufficient evidence of SETs - No visit
October 2009	Sheffield Hallam University	BSc (Hons) Occupational Therapy	Work Based learning	Use Approval process to review changes
October 2009	University of the West of England, Bristol	BSc (Hons) Radiotherapy	Full Time	Use Approval process to review changes
October 2009	University of the West of England, Bristol	BSc (Hons) Diagnostic Imaging	Full Time	Use Approval process to review changes
October 2009	Birmingham City University	DipHE Operating Department Practice	Full Time	Sufficient evidence of SETs - No visit
October 2009	Birmingham City University	DipHE Operating Department Practice	Full Time	Use Annual Monitoring process to review changes
October 2009	Birmingham City University	BSc (Hons) Diagnostic Radiography	Full Time	Use Annual Monitoring process to review changes
October 2009	Birmingham City University	BSc (Hons) Diagnostic Radiography	Part Time	Use Annual Monitoring process to review changes
October 2009	University of Wales, Institute Cardiff	BSc (Hons) Podiatry	Full Time	Changes withdrawn by education provider
October 2009	Anglia Ruskin University	BSc (Hons) Radiography (Diagnostic) incorporating DipHE Medical Imaging Practice	Part Time	Changes withdrawn by education provider

October 2009	Anglia Ruskin University	BSc (Hons) Radiography (Therapeutic) incorporating FDS Sc Radiotherapy and Oncology Practice	Part Time	Changes withdrawn by education provider
October 2009	University of Hertfordshire	BSc (Hons) Paramedic Science	Full Time	Sufficient evidence of SETs - No visit
November 2009	Sheffield Hallam University	MSc Occupational Therapy (Pre-registration)	Full Time	Use Annual Monitoring process to review changes
November 2009	Queen Margaret University	BSc (Hons) Therapeutic Radiography	Full Time	Sufficient evidence of SETs - No visit
November 2009	Queen Margaret University	BSc (Hons) Diagnostic Radiography	Full Time	Sufficient evidence of SETs - No visit
November 2009	Oxford Brookes University	Non-medical Prescribing (v300) (Level 3)	Part Time	Sufficient evidence of SETs - No visit
November 2009	Oxford Brookes University	Non-medical Prescribing (v300) (PG Level)	Part Time	Sufficient evidence of SETs - No visit
November 2009	The Robert Gordon University	BSc (Hons) Occupational Therapy	Full Time	Use Approval process to review changes
November 2009	The Robert Gordon University	BSc (Hons) Physiotherapy	Full Time	Use Approval process to review changes
November 2009	The Open University	Foundation Degree in Paramedic Science	Part Time	Use Approval process to review changes
November 2009	The Open University	Diploma in Higher Education in Paramedic Sciences	Part Time	Changes withdrawn by education provider
November 2009	University of East London	BSc (Hons) Podiatric Medicine	Full Time	Sufficient evidence of SETs - No visit
November 2009	University of East London	BSc (Hons) Podiatric Medicine	Part Time	Sufficient evidence of SETs - No visit
November 2009	University of East London	BSc (Hons) Physiotherapy	Full Time	Sufficient evidence of SETs - No visit
November 2009	University of East London	BSc (Hons) Physiotherapy	Part Time	Sufficient evidence of SETs - No visit
November 2009	Roehampton University	MA Art Therapy	Part Time	Use Approval process to review changes
November 2009	Roehampton University	MA Dramatherapy	Part Time	Use Approval process to review changes
November 2009	Roehampton University	MA Music Therapy	Part Time	Use Approval process to review changes

November 2009	Roehampton University	MA Music Therapy	Full Time	Use Approval process to review changes
November 2009	Roehampton University	MA Art Therapy	Full Time	Use Approval process to review changes
November 2009	Nottingham Trent University	BSc (Hons) Applied Biomedical Science	Full Time	Use Annual Monitoring process to review changes
November 2009	New College Durham	BSc (Hons) Podiatry	Full Time	Use Approval process to review changes
November 2009	University of East London	BSc (Hons) Physiotherapy (Situating Learning)	Flexible	Sufficient evidence of SETs - No visit
November 2009	University of Edinburgh	Doctorate in Clinical Psychology (DClinPsychol)	Full Time	Use Annual Monitoring process to review changes
November 2009	University of Edinburgh	Doctorate in Clinical Psychology (DClinPsychol)	Flexible	Use Annual Monitoring process to review changes
November 2009	University of Brighton	BSc (Hons) Occupational Therapy	Part Time	Changes withdrawn by education provider
November 2009	Bournemouth University	BSc (Hons) Occupational Therapy	Full Time	Sufficient evidence of SETs - No visit
November 2009	Teesside University	Foundation Degree Paramedic Science	Full Time	Sufficient evidence of SETs - No visit
November 2009	University College London	BSc (Hons) Speech Sciences	Full Time	Sufficient evidence of SETs - No visit
November 2009	Queen Margaret University	BSc (Hons) Physiotherapy	Full Time	Use Approval process to review changes
December 2009	Sheffield Hallam University	Pg Dip Radiotherapy and Oncology in Practice	Full Time	Sufficient evidence of SETs - No visit
December 2009	University of Plymouth	BSc (Hons) Paramedic Practitioner (Community Emergency Health)	Full Time	Sufficient evidence of SETs - No visit
December 2009	University of Plymouth	Graduate Diploma Paramedic Practitioner (Community Emergency Health)	Full Time	Sufficient evidence of SETs - No visit
December 2009	University of Plymouth	Diploma in Higher Education Paramedic Studies (Community Emergency Health)	Full Time	Sufficient evidence of SETs - No visit

December 2009	Leeds Metropolitan University	BSc (Hons) Clinical Language Sciences (Speech and Language Therapy)	Full Time	Sufficient evidence of SETs - No visit
December 2009	University of Central Lancashire	Diploma of Higher Education Operating Department Practice	Full Time	Use Annual Monitoring process to review changes
December 2009	Bangor University	BSc (Hons) Diagnostic Radiography and Imaging	Full Time	Use Annual Monitoring process to review changes
December 2009	Bangor University	BSc (Hons) Diagnostic Radiography and Imaging	Full Time	Use Annual Monitoring process to review changes
December 2009	Leeds Metropolitan University	BSc (Hons) Dietetics	Full Time	Use Annual Monitoring process to review changes
December 2009	University of Brighton	Pg Dip Occupational Therapy	Full Time	Changes withdrawn by education provider
December 2009	The Robert Gordon University	MSc Physiotherapy (Pre-registration)	Full Time	Use Approval process to review changes
December 2009	University of Wales, Institute Cardiff	BSc (Hons) Speech and Language Therapy	Full Time	Use Annual Monitoring process to review changes
December 2009	The University of Northampton	BSc (Hons) Podiatry	Full Time	Sufficient evidence of SETs - No visit
January 2010	University of East Anglia	BSc (Hons) Speech and Language Therapy	Full Time	Sufficient evidence of SETs - No visit
January 2010	Leeds Metropolitan University	BSc (Hons) Physiotherapy	Full Time	Use Approval process to review changes
January 2010	Birmingham City University	Non-medical Prescribing for Allied Health Professionals	Full Time	Use Approval process to review changes
January 2010	Birmingham City University	Non-medical Prescribing for Allied Health Professionals	Part Time	Use Approval process to review changes
January 2010	University of Surrey	BSc (Hons) Nutrition/Dietetics	Full Time	Sufficient evidence of SETs - No visit
January 2010	University of Huddersfield	BSc (Hons) Occupational Therapy	Full Time	Sufficient evidence of SETs - No visit
February 2010	Leeds Metropolitan University	MA Art Psychotherapy Practice	Full Time	Use Annual Monitoring process to review changes

February 2010	Leeds Metropolitan University	MA Art Psychotherapy Practice	Part Time	Use Annual Monitoring process to review changes
February 2010	Anglia Ruskin University	BSc (Hons) Applied Biomedical Science	Full Time	Sufficient evidence of SETs - No visit
February 2010	Anglia Ruskin University	BSc (Hons) Applied Biomedical Science	Part Time	Sufficient evidence of SETs - No visit
February 2010	Leeds Metropolitan University	MSc Occupational Therapy (Pre-registration)	Full Time	Changes withdrawn by education provider
February 2010	Leeds Metropolitan University	MSc Physiotherapy (Pre-registration)	Full Time	Changes withdrawn by education provider
February 2010	Yorkshire Ambulance Service NHS Trust	IHCD Paramedic Award	Full Time	Use Annual Monitoring process to review changes
February 2010	Yorkshire Ambulance Service NHS Trust	IHCD Paramedic Award	Part Time	Use Annual Monitoring process to review changes
February 2010	University College Plymouth St Mark and St John	BSc (Hons) Speech and Language Therapy	Full Time	Sufficient evidence of SETs - No visit
February 2010	University College Plymouth St Mark and St John	BSc (Hons) Speech and Language Therapy	Part Time	Sufficient evidence of SETs - No visit
February 2010	University of Cumbria	MSc Occupational Therapy (Accelerated route)	Full Time	Sufficient evidence of SETs - No visit
February 2010	The Central School of Speech & Drama	MA Drama and Movement Therapy (Sesame)	Full Time	Sufficient evidence of SETs - No visit
February 2010	Brunel University	BSc (Hons) Occupational Therapy	Full Time	Use Annual Monitoring process to review changes
February 2010	Brunel University	BSc (Hons) Occupational Therapy	Part Time	Use Annual Monitoring process to review changes
February 2010	Brunel University	BSc (Hons) Physiotherapy	Full Time	Use Annual Monitoring process to review changes
February 2010	Brunel University	BSc (Hons) Physiotherapy	Part Time	Use Annual Monitoring process to review changes
February 2010	University of Brighton	Supplementary Prescribing (Level 3)	Part Time	Sufficient evidence of SETs - No visit

February 2010	University of Brighton	Supplementary Prescribing (M Level)	Part Time	Sufficient evidence of SETs - No visit
February 2010	Liverpool John Moores University	BSc (Hons) Applied Biomedical Science	Full Time	Use Annual Monitoring process to review changes
February 2010	Liverpool John Moores University	BSc (Hons) Applied Biomedical Science	Part Time	Use Annual Monitoring process to review changes
February 2010	University of Brighton	Pg Dip Occupational Therapy	Full Time	Sufficient evidence of SETs - No visit
March 2010	North West Ambulance Service NHS Trust	IHCD Paramedic Award	Block Release	Sufficient evidence of SETs - No visit
March 2010	London Metropolitan University	Professional Doctorate in Counselling Psychology	Full Time	Use Approval process to review changes
March 2010	Swansea University	Non-Medical Prescribing	Part Time	Use Annual Monitoring process to review changes
March 2010	Swansea University	Dip HE Paramedic Science	Full Time	Sufficient evidence of SETs - No visit
March 2010	Nordoff Robbins	Master of Music Therapy (Nordoff Robbins): Music, Health, Society	Full Time	Sufficient evidence of SETs - No visit
March 2010	Nordoff Robbins	Masters in Music Therapy	Full Time	Sufficient evidence of SETs - No visit
March 2010	Middlesex University	BSc (Hons) Applied Biomedical Science	Full Time	Use Annual Monitoring process to review changes
March 2010	University Campus Suffolk	BSc (Hons) Diagnostic Radiography	Full Time	Sufficient evidence of SETs - No visit
March 2010	University Campus Suffolk	BSc (Hons) Oncology and Radiotherapy Technology	Full Time	Sufficient evidence of SETs - No visit
March 2010	The University of Northampton	BSc (Hons) Occupational Therapy	Full Time	Use Annual Monitoring process to review changes
March 2010	The University of Northampton	BSc (Hons) Occupational Therapy	Part Time	Use Annual Monitoring process to review changes
March 2010	University of Portsmouth	FdSc Paramedic Science	Full Time	Sufficient evidence of SETs - No visit
March 2010	Glasgow Caledonian University	BSc (Hons) Podiatry	Full Time	Sufficient evidence of SETs - No visit

March 2010	Staffordshire University	DipHE Operating Department Practice	Full Time	Sufficient evidence of SETs - No visit
March 2010	Staffordshire University	DipHE Operating Department Practice	Full Time	Sufficient evidence of SETs - No visit
April 2010	University of Huddersfield	BSc (Hons) Occupational Therapy	Full Time	Sufficient evidence of SETs - No visit
April 2010	University of Wales, Institute Cardiff	BSc (Hons) Speech and Language Therapy	Full Time	Sufficient evidence of SETs - No visit
April 2010	University of Plymouth	BSc (Hons) Paramedic Practitioner (Community Emergency Health)	Full Time	Sufficient evidence of SETs - No visit
April 2010	University of Plymouth	Graduate Diploma Paramedic Practitioner (Community Emergency Health)	Full Time	Sufficient evidence of SETs - No visit
April 2010	University of Plymouth	Diploma in Higher Education Paramedic Studies (Community Emergency Health)	Full Time	Sufficient evidence of SETs - No visit
April 2010	University of Plymouth	BSc (Hons) Occupational Therapy	Full Time	Sufficient evidence of SETs - No visit
April 2010	University of Plymouth	BSc (Hons) Occupational Therapy	Part Time	Sufficient evidence of SETs - No visit
April 2010	Glasgow Caledonian University	BSc (Hons) Applied Biomedical Science	Full Time	Sufficient evidence of SETs - No visit
April 2010	Glasgow Caledonian University	BSc (Hons) Biomedical Science	Full Time	Sufficient evidence of SETs - No visit
May 2010	Newcastle University	MSc Language Pathology	Full Time	Sufficient evidence of SETs - No visit
May 2010	Birmingham City University	Fd Health and Social Care (Paramedic Science)	Full Time	Use Annual Monitoring process to review changes
May 2010	Glasgow Caledonian University	BSc (Hons) Human Nutrition and Dietetics	Full Time	Sufficient evidence of SETs - No visit
May 2010	Glasgow Caledonian University	Pg Dip Dietetics (Pre-Registration)	Full Time	Sufficient evidence of SETs - No visit
May 2010	City University	BSc (Hons) Radiography (Diagnostic Imaging)	Full Time	Changes withdrawn by education provider
May 2010	City University	BSc (Hons) Radiography (Radiotherapy and Oncology)	Full Time	Changes withdrawn by education provider

May 2010	City University	BSc (Hons) Radiography (Radiotherapy and Oncology) incorporating bridging course	Part Time	Changes withdrawn by education provider
May 2010	Staffordshire University	Supplementary Prescribing for Allied Health Professionals	Part Time	Sufficient evidence of SETs - No visit
May 2010	University of Plymouth	BSc (Hons) Podiatry	Full Time	Sufficient evidence of SETs - No visit
May 2010	University of the West of England, Bristol	BSc (Hons) Radiotherapy	Full Time	Use Approval process to review changes
May 2010	University of the West of England, Bristol	BSc (Hons) Occupational Therapy	Full Time	Use Approval process to review changes
May 2010	University of the West of England, Bristol	BSc (Hons) Diagnostic Imaging	Full Time	Use Approval process to review changes
May 2010	University of the West of England, Bristol	BSc (Hons) Physiotherapy	Full Time	Use Approval process to review changes
May 2010	University of the West of England, Bristol	Graduate Diploma Diagnostic Imaging	Full Time	Use Approval process to review changes
May 2010	University of the West of England, Bristol	Graduate Diploma Occupational Therapy	Full Time	Use Approval process to review changes
May 2010	University of the West of England, Bristol	Graduate Diploma Occupational Therapy	Part Time	Use Approval process to review changes
May 2010	University of the West of England, Bristol	Graduate Diploma Physiotherapy	Full Time	Use Approval process to review changes
May 2010	University of the West of England, Bristol	Graduate Diploma Radiotherapy	Full Time	Use Approval process to review changes
May 2010	University of the West of England, Bristol	BSc (Hons) Occupational Therapy	Part Time	Use Approval process to review changes
May 2010	University of the West of England, Bristol	BSc (Hons) Applied Biomedical Science (Clinical)	Full Time	Pending - eventual outcome of Sufficient evidence of SETs - No visit
May 2010	De Montfort University	Prescribing for Health Care Professionals (Level 3)	Part Time	Sufficient evidence of SETs - No visit
May 2010	De Montfort University	Prescribing for Health Care Professionals (M Level)	Part Time	Sufficient evidence of SETs - No visit
May 2010	University of Bradford	BSc (Hons) Diagnostic Radiography	Full Time	Use Approval process to review changes

May 2010	University of Bradford	BSc (Hons) Occupational Therapy	Full Time	Use Approval process to review changes
May 2010	University of Bradford	BSc (Hons) Physiotherapy	Full Time	Use Approval process to review changes
June 2010	University of Huddersfield	Supplementary Prescribing for Allied Health Professionals	Part Time	Use Annual Monitoring process to review changes
June 2010	University Campus Suffolk	Non Medical Prescribing	Part Time	Pending - eventual outcome of Sufficient evidence of SETs - No visit
June 2010	Brunel University	BSc (Hons) Physiotherapy	Full Time	Use Approval process to review changes
June 2010	Brunel University	BSc (Hons) Physiotherapy	Part Time	Use Approval process to review changes
June 2010	University of Huddersfield	BSc (Hons) Occupational Therapy	Full Time	Sufficient evidence of SETs - No visit
June 2010	Northern Ireland Ambulance Service Health and Social Care Trust	Paramedic-in-training	Full Time	Sufficient evidence of SETs - No visit
June 2010	Queen Margaret University	BSc (Hons) Occupational Therapy	Full Time	Use Approval process to review changes
June 2010	De Montfort University	Prescribing for Health Care Professionals (M Level)	Part Time	Sufficient evidence of SETs - No visit
June 2010	De Montfort University	Prescribing for Health Care Professionals (Level 3)	Part Time	Sufficient evidence of SETs - No visit
June 2010	The University of Northampton	BSc (Hons) Occupational Therapy	Full Time	Use Annual Monitoring process to review changes
June 2010	The University of Northampton	BSc (Hons) Occupational Therapy	Part Time	Use Annual Monitoring process to review changes
July 2010	Queen Margaret University	MSc Physiotherapy (Pre-registration)	Full Time	Use Approval process to review changes
July 2010	Queen Margaret University	Post Graduate Diploma Physiotherapy (Pre-registration)	Full Time	Use Approval process to review changes
July 2010	University of Lincoln	Doctorate in Clinical Psychology (DclinPsy)	Full Time	Use Approval process to review changes
July 2010	University of Nottingham	Doctorate in Clinical Psychology (DclinPsy)	Full Time	Use Approval process to

				review changes
July 2010	University of Essex	MSc Physiotherapy	Full Time	Sufficient evidence of SETs - No visit
July 2010	University of Wolverhampton	Non Medical Prescribing Programme	Part Time	Use Annual Monitoring process to review changes
July 2010	Liverpool John Moores University	Non-Medical Prescribing	Part Time	Pending - eventual outcome of Sufficient evidence of SETs - No visit
July 2010	University of Brighton	BSc (Hons) Occupational Therapy	Part Time	Pending - eventual outcome of Insufficient evidence of SETs - Visit required
July 2010	University of Brighton	Pg Dip Occupational Therapy	Full Time	Pending - eventual outcome of Sufficient evidence of SETs - No visit
July 2010	Anglia Ruskin University	BSc (Hons) Radiography (Diagnostic) incorporating DipHE Medical Imaging Practice	Part Time	Pending - eventual outcome of Sufficient evidence of SETs - No visit
July 2010	University of the West of England, Bristol	Foundation Degree Paramedic Science	Full Time	Pending - eventual outcome of Sufficient evidence of SETs - No visit
July 2010	Anglia Ruskin University	BSc (Hons) Radiography (Therapeutic) incorporating FDS Sc Radiotherapy and Oncology Practice	Part Time	Pending - eventual outcome of Sufficient evidence of SETs - No visit
July 2010	The Open University	Diploma in Higher Education in Operating Department Practice	Part Time	Use Annual Monitoring process to review changes
July 2010	The Open University	Foundation Degree in Operating Department Practice	Part Time	Use Annual Monitoring process to review changes
August 2010	Canterbury Christ Church University	DipHE Operating Department Practice	Full Time	Use Annual Monitoring process to review changes

August 2010	University of East Anglia	MSc Occupational Therapy (Pre-registration)	Full Time	Pending - eventual outcome of Sufficient evidence of SETs - No visit
August 2010	University of East Anglia	MSc Physiotherapy	Full Time	Pending - eventual outcome of Sufficient evidence of SETs - No visit
August 2010	University of Worcester	Non-Medical Independent and Supplementary Prescribing (Level 6)	Part Time	Changes withdrawn by education provider
August 2010	University of Worcester	Non-Medical Independent and Supplementary Prescribing (Level 7)	Part Time	Changes withdrawn by education provider
August 2010	Canterbury Christ Church University	DipHE Operating Department Practice	Full Time	Use Annual Monitoring process to review changes
August 2010	Canterbury Christ Church University	BSc (Hons) Operating Department Practice	Full Time	Use Annual Monitoring process to review changes
August 2010	London South Bank University	BSc (Hons) Occupational Therapy	Part Time	Use Approval process to review changes
August 2010	London South Bank University	BSc (Hons) Physiotherapy	Part Time	Use Approval process to review changes
August 2010	London South Bank University	BSc (Hons) Occupational Therapy	Full Time	Use Approval process to review changes
August 2010	London South Bank University	Pg Dip Therapeutic Radiography	Full Time	Use Approval process to review changes
August 2010	London South Bank University	BSc (Hons) Therapeutic Radiography	Full Time	Use Approval process to review changes
August 2010	London South Bank University	DipHE Operating Department Practice	Full Time	Use Approval process to review changes
August 2010	London South Bank University	Pg Dip Occupational Therapy	Full Time	Use Approval process to review changes
August 2010	University of Ulster	BSc (Hons) Occupational Therapy	Full Time	Pending - eventual outcome of Sufficient evidence of SETs - No visit
August 2010	London South Bank University	BSc (Hons) Diagnostic Radiography	Full Time	Pending - eventual outcome of Use Approval

				process to review changes
August 2010	University of Brighton	Pg Dip Occupational Therapy	Full Time	Pending - eventual outcome of Use Major Change process to review changes
August 2010	Tavistock & Portman NHS Trust	Doctorate in Child, Community and Educational Psychology (D.Ch.Ed.Psych.)	Full Time	Pending - eventual outcome of Use Major Change process to review changes
August 2010	University of Huddersfield	BSc (Hons) Podiatry	Full Time	Pending - eventual outcome of Use Major Change process to review changes
August 2010	University of Huddersfield	BSc (Hons) Podiatry	Part Time	Pending - eventual outcome of Use Major Change process to review changes

How long does it take for us to consider a submission?

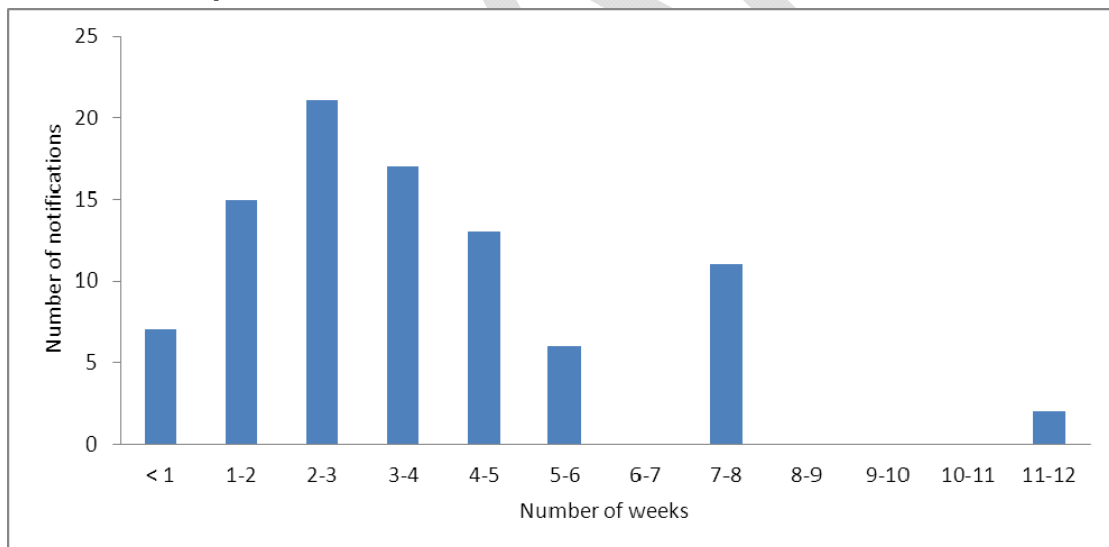
If a submission can be effectively reviewed at an approval visit or at the next annual monitoring audit, we aim to notify education providers of this within two weeks. When we feel a change needs to go through the major change process, we aim to complete this process within twelve weeks.

When we determine a programme requires scrutiny through the major change process we ask Visitors to consider the submission. Once we have selected the two Visitors to consider it, we need to see if they have a conflict of interest with the programmes under consideration. This process takes a minimum of two weeks.

The submission is sent to the Visitors, who assess it and provide a joint report. Again, this takes a minimum of two weeks. The Visitors may ask for extra documents. This would add another two to four weeks to the process.

Once we have a satisfactory Visitor report, their recommendation must go to Education and Training Committee for approval. The Committee meet on average once a month. Once received, it can take from one to four weeks for the completed report to reach Committee.

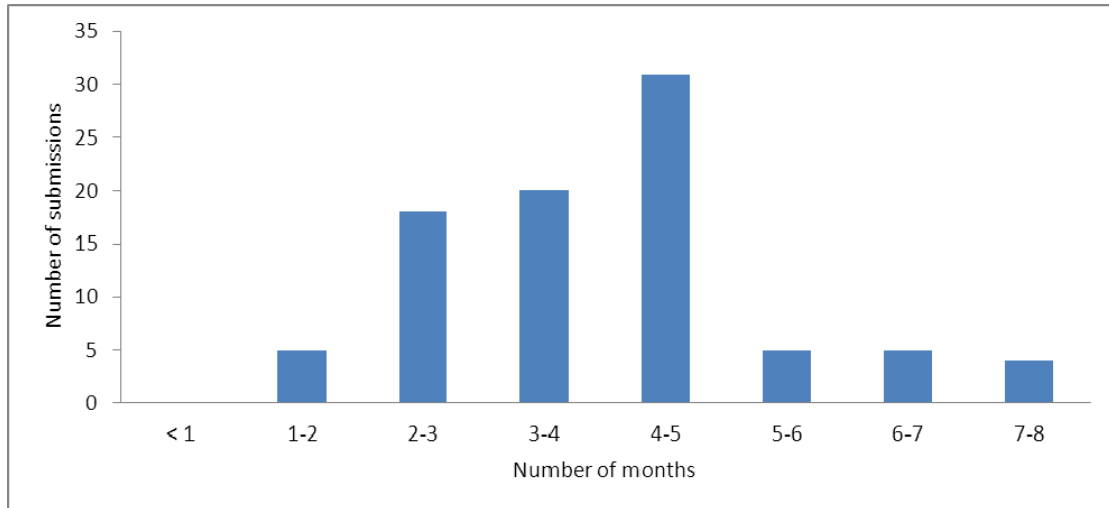
Graph 26 Number of weeks taken to consider a notification - by Education Department recommendation



Graph 26 demonstrates that in most cases Education Department recommendations are occurring within or just outside operational expectations. Education Department recommendations are taking in some instances considerably longer than expected. These instances tend to arise from education providers giving notice of change with little information to assist in making a decision. When this occurs the education provider is asked to provide information before a decision can be made and in some instances this takes the education provider longer. We will continue to work with education providers to assist them in their understanding of how and when to submit

notice of changes to us. In this year we conducted a series of seminars specifically aimed at achieving this goal which were very positively received. We would hope to see the improvements in processing times beginning to emerge in next year's annual report.

Graph 27 Number of months taken to consider a submission - by visitor recommendation



Graph 27 also shows that many of recommendations from visitors are being made within the expected time frame, but there are still a number of submissions taking longer than planned. Again, these tend to be linked to requests for additional information from education providers that take time to be produced as education providers do not yet have documentation prepared. We also hope that our work developing understanding of the major change process will assist in reducing the number of times that this occurs.

Practitioner psychologists

On 11 June 2009 our Education and Training Committee agreed that 71 pre-registration practitioner psychologists' programmes should be granted open ended approval effective from 1 July 2009 (the day the practitioner psychologist Register opened). These programmes were transferred to us from the British Psychological Society (BPS) and approval was granted on the basis of the robust quality assurance regime of the previous regulator. The Education and Training Committee also agreed the 71 programmes would be visited over a three academic year period (2009-2010, 2010-2011 and 2011-2012) to review each programme against the standards of education and training. The Committee agreed that the proposed three year approval visit schedule be based on the existing BPS accreditation cycle.

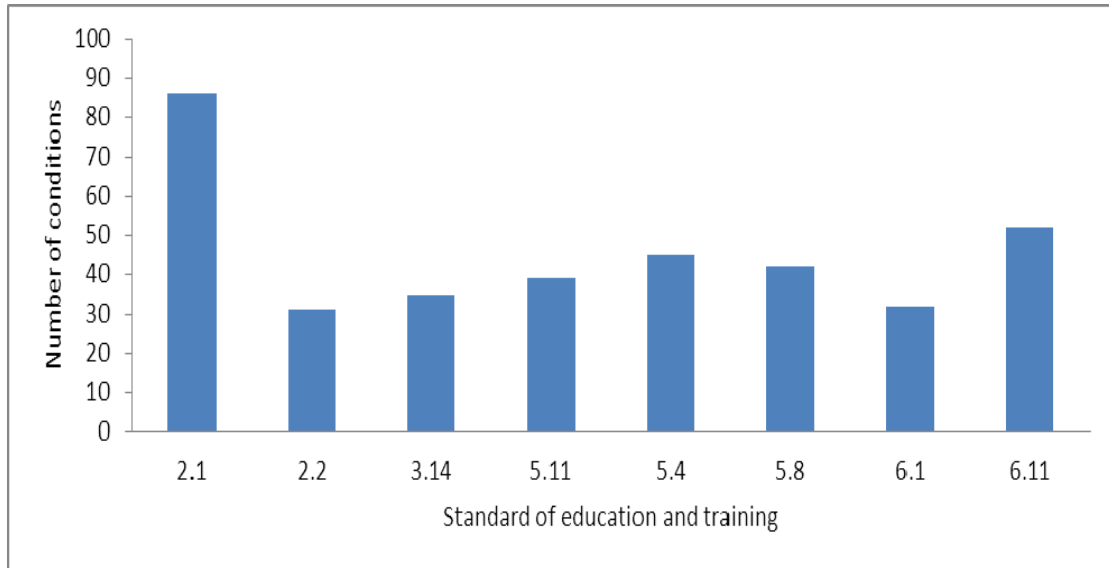
To ensure the programmes that would not be visited for three years were fit for purpose, an adapted monitoring process was used to further consider the programmes to be visited in 2011-12. All education providers to be visited in 2011-12 submitted an audit which was assessed by visitors. Of the 23 programmes, only 2 resulted in a recommendation that an approval visit needed to be undertaken sooner than anticipated.

Additionally, whilst programmes had not been reviewed against the standards of education and training, we also implemented an adapted major change. This process reviewed the changes to a programme and the programme's position in internal quality processes holistically to make a judgement on whether or not the currently planned visit was appropriate to review the changes.

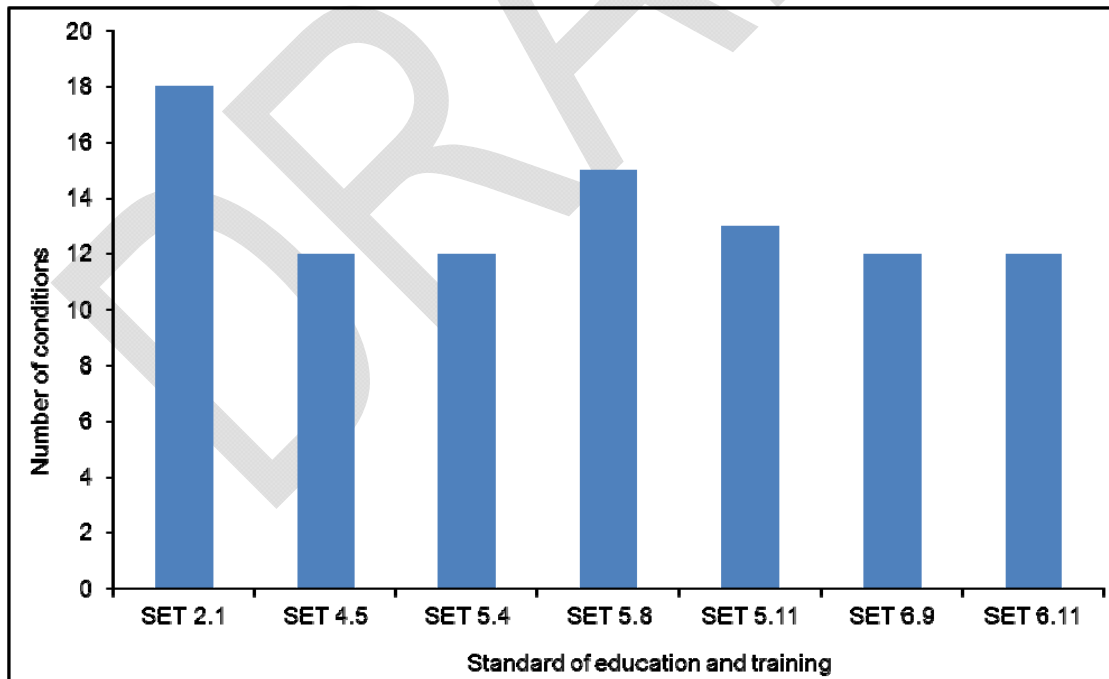
Following completion of the first year of visits, we produced a summary report which specifically reviews the outcomes from each of the visits. This summary report was submitted to our Education and Training Committee on 18 November 2010 and can be found on our website www.hpc-uk.org

The main outcome from the report was the finding that overall the differences between practitioner psychologist programmes and those of the other professions were minimal. For example, graphs 29 and 30 illustrate the most common conditions for all programmes and specifically for practitioner psychologist programmes respectively.

Graph 28 The eight standards of education and training with the highest number of conditions set against them – all programmes



Graph 29 The seven standards of education and training with the highest number of conditions set against them – practitioner psychologist programmes



Whilst it is clear that there are some differences between the profile of conditions commonly associated with programmes, the majority are the same across both graphs. Standards 2.1, 5.4, 5.8, 5.11, and 6.11 all feature as standards commonly requiring conditions for practitioner psychologist programmes and all programmes.

The standards that did emerge as commonly attributed to practitioner psychologist programmes but less so other professions were related to ensuring the standards of conduct, performance and ethics are embedded in the curriculum (5.4) and clarity of assessment regulations around aegrotat awards and eligibility to apply to the Register (6.9). Given that both of these requirements are very specific to the way that we operate as a regulator it makes sense that these would emerge in the first year of visits. Additionally, neither of these standards are indicative of a specific risk profile for the profession or a particular difficulty in engaging with our broad standards and flexible processes.

We will use the information from our review report to assist education providers in the following years as they engage with our processes. We will also continue to report on a regular basis on the professions that have most recently joined the Register to ensure that the transition into regulation with HPC is seamless. Next year, we will provide an update on the second year of visits for practitioner psychologists and also the first year of visits for hearing aid dispensers.

Revised standards of education and training

The standards of education and training and their guidance are subject to cyclical review to ensure they remain fit for purpose. The review of the standards and their guidance requires a public consultation which is preceded by a number of liaison groups with members of the profession, education providers and students and other stakeholders.

The standards were last revised from 2008-2009 and a new version became effective for education providers on 1 September 2009 for the beginning of the academic year.

Whilst the revisions to the standards of education and training and their guidance were relatively minor and sought to further clarify our requirements, there were also four new standards. These related to an education provider's:

- monitoring and evaluation systems (3.3);
- complaints process (3.13);
- professional conduct process (3.16); and
- use of our standards of conduct, performance and ethics (4.5).

Although the revised SETs were effective from 1 September 2009, the expectation for education providers to show us how they meet these revised standards was and will be different depending on their interaction with the approval and monitoring processes over the coming years.

Annual monitoring

The revised SETs will be applied to the annual monitoring process from 2010/2011 onwards. The decision to delay the implementation of the revised SETs to this process gave education providers a full academic year to develop the systems that have been required to meet these standards. Therefore, the annual monitoring data in this report relates to the previous version of the standards. The 2011 Education annual report will be the first report to contain information of annual monitoring against the revised standards of education and training.

Major change

Any major changes that were submitted to us from 1 September 2009 onwards were assessed using the revised standards of education and training. Therefore, any actions resulting from a major change, including an approval visit, were conducted applying the revised standards.

In addition to this, we asked to be notified of any new systems implemented by the education provider to meet the revised standards.

Approval

Approval visit from 1 September 2009 onwards were conducted using the revised standards. In the cases where we had already received documentation for programmes using the previous version of the standards discussed with education providers on a case by case basis on when and how the revised standards would be considered.

There appears to have been little impact on the number of conditions or profile of conditions across standards as a result of the introduction of the revised standards of education and training. Additionally, does not appear to have been any particular difficulty in programmes meeting the four new standards of education. The average number of times a conditions was applied across the 57 standards is 15. Table six sets out the number of times over the year that conditions were applied to each of the four new standards of education and training

Table 6 Number of times conditions applied to the new standards of education and training

Standard of education and training	Number of conditions
SET 3.3	10
SET 3.13	6
SET 3.16	10
SET 4.5	24

It is clear that SETs 3.3, 3.13 and 3.16 are requiring conditions much less than other standards of education and training as was expected to be the case. In the case of SET 4.5, which relates to embedding the standards of conduct, performance and ethics into the curriculum of a programme, there is a heightened number of conditions applied. However, within the context that many of these conditions (50%) were applied to practitioner psychologist programmes and therefore less familiar with our standards of conduct, performance and ethics it becomes clear that there is not a widespread issue of lack of compliance around this standard. In the 2010-11 academic year we conducted specific seminars around the standards of conduct performance and ethics and how they can be incorporated into programmes. Also, for instances when professions join us in future, we will ensure that all of our standards are communicated in early communications to prevent the focus only being on standards of education and training and standards of proficiency.

Conclusion from the Director of Education

Each year, compiling the annual report draws attention to the continually increasing and changing nature of the work of the Education Department. This year our key area of growth has been focused on the practitioner psychologist programmes as one of the more recent professions to join the Register. We know that this work will continue over the next two academic years and be supplemented by more new work related to hearing aid dispenser programmes.

Our monitoring processes have and will increasingly become the main way in which we interact with approved programmes in the professions that have been on the Register for longer. This means that our model of open-ended approval is achieving the task it was set out to do in preventing the need for cyclical re-approval visits when possible.

This year has also seen innovative uses of our monitoring processes to risk assess programmes thematically against specific criteria in the case of ambulance trust programmes or to revise a planned visit date for practitioner psychologist programmes.

Next year our workload is set to increase again and we are continuing to seek improvements in our working methods to ensure that the Department grows efficiently alongside the workload and that we still offer good customer service to education providers, applicants, registrants and members of the public.

Thank you for reading this document and I hope you have found it interesting. If you need any further information on our approval and monitoring processes, please see www.hpc-uk.org

Abigail Gorringe
Director of Education

Contact us

If you have any questions or comments about our approval and monitoring processes, you can contact the Education Department directly.

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DRAFT

List of tables

Table 1a Number of programmes approved and open, prior to 2009-10, by profession / entitlement.....	9
Table 1b Number of programmes approved and open, during 2009-10, by profession / entitlement.....	9
Table 1c Number of programmes approved and open, end of 2009-10, by profession / entitlement.....	10
Table 2 Summary of outcomes	24
Table 3 Method of assessment in 2009-2010, compared over the last four years	36
Table 4 Requests for further information, by method of assessment.....	36
Table 5 Summary of outcomes	37
Table 6 Number of times conditions applied to the new standards of education and training	64

List of graphs

Graph 1 Number of programmes approved and open, end of 2009-10, by profession / entitlement.....	11
Graph 2 Number of programmes considered in 2009-10, compared over the last five years.....	12
Graph 3 Number of visits - per month.....	13
Graph 4 Who cancelled visits in 2009-2010, compared over the last five years.....	14
Graph 5 Breakdown of visits - by profession.....	15
Graph 6 Breakdown of reasons for visits - by profession.....	15
Graph 7 Number of conditions in 2009-10, compared over the last five years.....	25
Graph 8 Breakdown of conditions - by profession.....	26
Graph 9 Breakdown of conditions against standards - by reason for visit and SET.....	27
Graph 10 Breakdown of days taken to produce visitors' reports.....	28
Graph 11 Breakdown of weeks between visit and initial response to meet conditions received.....	29
Graph 12 Number of months between visit and final decision on programme approval.....	30
Graph 13 Breakdown of the number of commendations - by reason for visit, compared over the last three years.....	31
Graph 14 Breakdown of number of commendations in 2009-10 - by area of commendation, compared over the last three years.....	32
Graph 15 Number of programmes monitored in 2009-2010 - by submission type, compared over the last five years.....	33
Graph 16 Number of audits and declarations received - by month.....	34
Graph 17 Number of audits due and received - by month.....	35
Graph 18 Number of declarations due and received - by month.....	35
Graph 19 Number of months taken to consider declarations.....	38
Graph 20 Number of months taken to consider audits.....	38
Graph 21 Number of notifications per month.....	40
Graph 22 Number of major change notifications received by month compared over the last three years.....	41
Graph 23 Breakdown of major change notification forms received - by profession and entitlement compared over the last three years.....	41
Graph 24 Breakdown of major change submissions - by Education Department recommendation.....	43
Graph 25 Breakdown of major change submissions -by visitor recommendation.....	43
Graph 26 Number of weeks taken to consider a notification - by Education Department recommendation.....	58

Graph 27 Number of months taken to consider a submission - by visitor recommendation59

Graph 28 The eight standards of education and training with the highest number of conditions set against them – all programmes.....61

Graph 29 The seven standards of education and training with the highest number of conditions set against them – practitioner psychologist programmes61

DRAFT

Protected titles

The titles below are protected by law. Anyone using one of these titles must be registered with the HPC, or they may be subject to prosecution and a fine of up to £5,000.

Profession	Protected title
Arts therapists	Art psychotherapists Art therapist Dramatherapist Music therapist
Biomedical scientists	Biomedical scientist
Chiropodists / podiatrists	Chiropodist Podiatrist
Clinical scientists	Clinical scientist
Dietitians	Dietician Dietitian
Hearing aid dispenser	Hearing aid dispenser
Occupational therapists	Occupational therapist
Operating department practitioners	Operating department practitioner
Orthoptists	Orthoptist
Physiotherapists	Physical therapist Physiotherapist
Practitioner psychologists	Practitioner psychologist Registered psychologist Clinical psychologist Counselling psychologist Educational psychologist Forensic psychologist Health psychologist Occupational psychologist Sport and exercise psychologist
Prosthetists / orthotists	Orthotist Prosthetist
Radiographers	Diagnostic radiographer Radiographer Therapeutic radiographer
Speech and language therapists	Speech and language therapist Speech therapist