

## Major change visitors' report

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### Section one: Programme details

Name of education provider	Brunel University
Programme title	MSc Physiotherapy (Pre-registration)
Mode of delivery	Full time
Relevant part of the HCPC Register	Physiotherapist
Date of submission to the HCPC	29 June 2017
Name and role of HCPC visitors	Valerie Maehle (Physiotherapist) Kathryn Campbell (Physiotherapist)
HCPC executive	Mandy Hargood

### Section two: Submission details

#### Summary of change

SET 3: Programme management and resources

SET 5: Practice placements

The education provider has proposed changes to the number of students and the number of intakes per year on this programme. Currently the programme runs two cohorts of 24, the proposal is to run three cohorts of 24, allowing 72 students per year.

To enable this change the education provider is reducing numbers of students and intakes on the BSc (Hons) programme. Across the two programmes there will be the same number of students. As such the education provider has indicated that this will not require an increase in resources, teaching staff of placements, as the student numbers across both programmes have been changed with less on the BSc (Hons) programme and more on the MSc programme.

The following documents were provided as part of the submission:

- Major change notification form (completed by the HCPC executive)
- Context pack
- Major change SETs mapping document (completed by education provider)
- Governance Handbook
- Council Ordinance 9
- Senate and its Procedures
- Departmental Academic Committee
- Board of Studies
- Staff Student liaison Committee
- Physiotherapy management
- Module Management
- Physiotherapy Academic Team
- NSS Ratings and Analysis
- HEE Quality Report 2017
- Performance Development Review Process
- Placement Data 16-17
- Academic Life Cycle
- Quality Assurance of Programmes

### **Section three: Additional documentation**

- The visitors agreed that no further documentation was required in order to make a recommendation.
- The visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

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

**Reason:** The visitors were unable to see from the evidence provided the number of placements available to the programme, where the placements take place within the programme, or the length of the placements across the programme. The visitors were also unclear if there were placement areas that overlapped with the MSc programme. Also, the visitors could not see any documentation that indicated that placement providers will continue to offer the same number of placements for the coming years with the reduced number for the BSc (Hons) Physiotherapy programme and the increase in the MSc Physiotherapy (Pre-registration) numbers. Therefore, the visitors require further evidence that demonstrates that there is a sufficient number, duration, and range of placements for the programmes to ensure that students on both programmes are supported to achieve the learning outcomes for the programmes.

**Additional Evidence:** Evidence that demonstrates the structure of practice placements for the BSc (Hons) and MSc Physiotherapy (Pre-registration) programmes, which also indicates where the placements take place.

#### **5.8 Practice placement educators must undertake appropriate practice placement educator training.**

**Reason:** The visitors were unclear from the evidence provided whether practice placement educators were aware of the change in profile of students across the two programmes. Therefore, the visitors were unclear whether placement staff had been adequately trained and supported to support more students with a different academic expectation on placement. As such the visitors require further evidence that demonstrates that placement educators have been trained to be able to support the student group considering changes to the student profile.

**Additional evidence:** Evidence that demonstrates that the practice placement educators have been prepared to support a different profile of students.

#### **Section four: Recommendation of the visitors**

To recommend a programme for ongoing approval, the visitors must be assured that the programme meets all of the standards of education and training (SETs) and that those who complete the programme have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that:

- There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.
- There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

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### Section one: Programme details

Name of education provider	Brunel University
Programme title	BSc (Hons) Physiotherapy
Mode of delivery	Full time
Relevant part of the HCPC Register	Physiotherapist
Date of submission to the HCPC	29 June 2017
Name and role of HCPC visitors	Valerie Maehle (Physiotherapist) Kathryn Campbell (Physiotherapist)
HCPC executive	Mandy Hargood

### Section two: Submission details

#### Summary of change

SET 3: Programme management and resources

SET 5: Practice placements

The education provider has proposed changes to the number of students and the number of intakes per year on this programme. Currently the programme runs two cohorts of 24, the proposal is to run three cohorts of 24, allowing 72 students per year. To enable this change the education provider is reducing numbers of students and intakes on the BSc (Hons) programme. Across the two programmes there will be the same number of students, as such the education provider has indicated that this will not require an increase in resources, as the student numbers across both programmes have been changed with less on the BSc (Hons) programme and more on the MSc programme.

The following documents were provided as part of the submission:

- Major change notification form (completed by the HCPC executive)
- Context pack
- Major change SETs mapping document (completed by education provider)
- Governance Handbook
- Council Ordinance 9
- Senate and its Procedures
- Departmental Academic Committee
- Board of Studies
- Staff Student liaison Committee
- Physiotherapy management
- Module Management
- Physiotherapy Academic Team
- NSS Ratings and Analysis
- HEE Quality Report 2017
- Performance Development Review Process
- Placement Data 16-17
- Academic Life Cycle
- Quality Assurance of Programmes

### **Section three: Additional documentation**

- The visitors agreed that no further documentation was required in order to make a recommendation.
- The visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

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

**Reason:** The visitors were unable to see from the evidence provided the number of placements available to the programme, where the placements take place within the programme, or the length of the placements across the programme. The visitors were also unclear if there were placement areas that overlapped with the MSc programme. Also, the visitors could not see any documentation that indicated that placement providers will continue to offer the same number of placements for the coming years with the reduced number for the BSc (Hons) Physiotherapy programme and the increase in the MSc Physiotherapy (Pre-registration) numbers. Therefore, the visitors require further evidence that demonstrates that there is a sufficient number, duration, and range of placements for the programmes to ensure that students on both programmes are supported to achieve the learning outcomes for the programmes.

**Additional Evidence:** Evidence that demonstrates the structure of practice placements for the BSc (Hons) and MSc Physiotherapy (Pre-registration) programmes, which also indicates where the placements take place.

#### **5.8 Practice placement educators must undertake appropriate practice placement educator training.**

**Reason:** The visitors were unclear from the evidence provided whether practice placement educators were aware of the change in profile of students across the two programmes. Therefore, the visitors were unclear whether placement staff had been adequately trained and supported to support more students with a different academic expectation on placement. As such the visitors require further evidence that demonstrates that placement educators have been trained to be able to support the student group considering changes to the student profile.

**Additional evidence:** Evidence that demonstrates that the practice placement educators have been prepared to support a different profile of students.

#### **Section four: Recommendation of the visitors**

To recommend a programme for ongoing approval, the visitors must be assured that the programme meets all of the standards of education and training (SETs) and that those who complete the programme have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that:

- There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.
- There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

## HCPC major change process report

Education provider	University of Hertfordshire
Name of programme(s)	BSc (Hons) Dietetics, University of Hertfordshire, FT (Full time)
Date submission received	17 July 2017
Case reference	CAS-11938-H2C7S3

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### Executive Summary

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

The following is a report on the major change process undertaken by the HCPC to ensure that programmes detailed in this report meet our standards of education and training (referred to through this report as 'our standards'). The report details the process itself, the evidence considered, and recommendations made regarding programme approval.

## Section 1: Our regulatory approach

### Our standards

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

Programmes are normally [approved on an open-ended basis](#), subject to satisfactory engagement with our monitoring processes. Programmes we have approved are listed [on our website](#).

### How we make our decisions

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

The ETC make decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process report. The Committee meets in public on a regular basis and their decisions are available to view [on our website](#).

### HCPC panel

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

Fiona McCullough	Dietitian
Pauline Douglas	Dietitian
Jasmine Oduro-Bonsrah	HCPC executive

## Section 2: Programme details

Programme name	BSc (Hons) Dietetics
Mode of study	FT (Full time)
Profession	Dietitian
First intake	01 September 2006
Maximum student cohort	30
Intakes per year	1
Assessment reference	MC03219

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



The education provider has informed the HCPC that from September 2017 students will no longer be funded by the NHS and will now be fee paying students. Additionally, the education provider will be making changes to the learning outcomes, practice placement structure and assessment methods for the programme.

### Section 3: Requirements to commence assessment

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

Required documentation	Submitted
Major change notification form	Yes
Completed major change standards mapping	Yes

### Section 4 Visitors' recommendation

In considering the evidence provided by the education provider as part of the initial submission, the visitors were satisfied that there is sufficient evidence that our standards continue to be met, and therefore recommend that the programme(s) remain approved.

This report, including the recommendation of the visitors, will be considered at the 21 September 2017 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

## Major change visitors' report

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### Section one: Programme details

Name of education provider	Manchester Metropolitan University
Programme title	MSc Physiotherapy (Pre-registration)
Mode of delivery	Full time
Relevant part of the HCPC Register	Physiotherapist
Date of submission to the HCPC	22 July 2017
Name and role of HCPC visitors	Karen Harrison (Physiotherapist) Anthony Power (Physiotherapist)
HCPC executive	Mandy Hargood

### Section two: Submission details

#### Summary of change

SET 2: Programme admissions  
 SET 3: Programme management and resources  
 SET 4: Curriculum  
 SET 5: Practice placements  
 SET 6: Assessment

The education provider has flagged a change to the start date of the programme for new cohorts so that it follows the academic year. Additionally the education provider has made amendments to module content and assessment, resources and the structure of practice placement delivery, which will impact on the sequencing of academic units.

The following documents were provided as part of the submission:

- Major change notification form (completed by the HCPC executive)
- Context pack
- Major change SETs mapping document (completed by education provider)

- Standards of proficiency mapping
- Module descriptors
- Programme specification
- Faculty approval form for programme changes

### **Section three: Additional documentation**

- The visitors agreed that no further documentation was required in order to make a recommendation.
- The visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

#### **3.5 There must be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.**

**Reason:** From their reading of the evidence the visitors could see that as well as changing the start date of the programme, there has been an increase in student numbers for the programme. The visitors were unclear from the evidence provided whether there would be an adequate number of staff to deliver the programme, whilst delivering the programme as it currently runs and also for the BSc (Hons) Physiotherapy programme. As such the visitors require additional evidence that clearly demonstrates how the education provider will ensure that there are sufficient staff in place to deliver the new programme, the current programme and the BSc (Hons) programme.

**Suggested evidence:** Evidence that demonstrates that there are an adequate number of staff in place to deliver this programme and the other programmes. This could include detailed timetables and details of how the delivery of the programmes will operate with staff teaching across all programmes.

#### **4.5 The curriculum must make sure that students understand the implications of the HCPC's standards of conduct, performance and ethics.**

**Reason:** The visitors noted in their reading of the documentation provided that the modules referred to 2008 version of HCPC's standards of conduct, performance and ethics. The HCPC revised these standards and published them in 2017. Therefore the visitors were unclear if the curriculum for the programme was sufficiently current to ensure that the students on the programme fully understand the implications of these standards.. As such the visitors need to see evidence that the taught curriculum ensures that students are reviewing the correct version of the standards to ensure this standard continues to be met.

**Suggested evidence:** Evidence that demonstrates that students receive the correct version of the HCPC's standards of conduct, performance and ethics and are made aware of the implication of these standards through the curriculum.

## **5.6 There must be an adequate number of appropriately qualified and experienced staff at the practice placement setting.**

**Reason:** Similarly with SET 3.5, the visitors were unclear from the evidence provided whether there would be an adequate number of staff in place in the practice placement areas to deliver the programme, whilst delivering placements to the programme as it currently runs and also to the BSc (Hons) Physiotherapy programme. As such the visitors require additional evidence that clearly demonstrates how the education provider will ensure that there are sufficient practice placement staff in place to deliver the new programme, the current programme and the BSc (Hons) programme taking into account the different start times and placement timings.

**Suggested evidence:** Evidence that clearly demonstrates that there are sufficient placement staff in place to deliver the placements across the programmes and how these will operate in terms of timings of the placements.. This could include staffing lists and timetables demonstrating how the placements will operate for all programmes.

### **Section four: Recommendation of the visitors**

To recommend a programme for ongoing approval, the visitors must be assured that the programme meets all of the standards of education and training (SETs) and that those who complete the programme have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that:

- There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.
- There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

## HCPC major change process report

Education provider	University of Salford
Name of programme(s)	Post Graduate Diploma Social Work (Step Up) - Full time
Date submission received	01 September 2017
Case reference	CAS-12234-P3W5C0

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### Executive Summary

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

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

## Section 1: Our regulatory approach

### Our standards

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

Programmes are normally [approved on an open-ended basis](#), subject to satisfactory engagement with our monitoring processes. Programmes we have approved are listed [on our website](#).

### How we make our decisions

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

The ETC make decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process report. The Committee meets in public on a regular basis and their decisions are available to view [on our website](#).

### HCPC panel

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

Michael Branicki	Social worker
Graeme Currie	Social worker
Eloise O'Connell	HCPC executive

## Section 2: Programme details

Programme name	Post Graduate Diploma Social Work (Step Up)
Mode of study	FT (Full time)
Profession	Social worker in England
First intake	01 January 2014
Maximum student cohort	Up to 60
Intakes per year	1
Assessment reference	MC03460

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

The education provider informed us of changes to the programme leader, the introduction of one integrated 30 credit module (previously two 15 credit modules) and two changes to module titles.

### Section 3: Requirements to commence assessment

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

Required documentation	Submitted
Major change notification form	Yes
Completed major change standards mapping	Yes

### Section 4: Visitors' recommendation

In considering the evidence provided by the education provider as part of the initial submission, the visitors were satisfied that there is sufficient evidence that our standards continue to be met, and therefore recommend that the programme(s) remain approved.

This report, including the recommendation of the visitors, will be considered at the 21 September 2017 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

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### Section one: Programme details

Name of education provider	University of Suffolk
Programme title	BSc (Hons) Operating Department Practice
Mode of delivery	Full time
Relevant part of the HCPC Register	Operating department practitioner
Date of submission to the HCPC	14 July 2017
Name and role of HCPC visitor	Tony Scripps (Operating department practitioner)
HCPC executive	Mandy Hargood

### Section two: Submission details

#### Summary of change

SET 3: Programme management and resources

Programme leader change.

The following documents were provided as part of the submission:

- Major change notification form (completed by the HCPC executive)
- Context pack
- Major change SETs mapping document (completed by education provider)
- Curriculum vitae for new programme leader
- Validation document



### **Section three: Additional documentation**

- The visitor agreed that no further documentation was required in order to make a recommendation.
- The visitor agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

### **Section four: Recommendation of the visitor**

To recommend a programme for ongoing approval, the visitor must be assured that the programme meets all of the standards of education and training (SETs) and that those who complete the programme have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The visitor agreed to recommend to the Education and Training Committee that:

- There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.
- There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

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### Section one: Programme details

Name of education provider	University of South Wales
Programme title	MA Art Psychotherapy
Mode of delivery	Part time
Relevant part of the HCPC Register	Arts therapist
Relevant modality	Art therapist
Date of submission to the HCPC	13 June 2017
Name and role of HCPC visitors	Janek Dubowski (Art therapist) Elaine Streeter (Music therapist)
HCPC executive	Mandy Hargood

### Section two: Submission details

#### Summary of change

SET 4: Curriculum  
SET 5: Practice placements  
SET 6: Assessment

The education provider has advised the HCPC that there have been revisions to the assessments and learning outcomes for the programme. The changes have been made to reflect that the credits for the programme have been more equally spread throughout the programme. The changes will impact across the programme including practice placements. The changes have been made in response to various stakeholder feedback.

The following documents were provided as part of the submission:

- Major change notification form (completed by the HCPC executive)
- Context pack

- Major change SETs mapping document (completed by education provider)
- Programme specification
- Art therapy programme revalidation document
- Assessment tariff document

### **Section three: Additional documentation**

- The visitors agreed that no further documentation was required in order to make a recommendation.
- The visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

#### **5.11 Students, practice placement providers and practice placement educators must be fully prepared for placement which will include information about an understanding of:**

- the learning outcomes to be achieved;
- the timings and the duration of any placement experience and associated records to be maintained;
- expectations of professional conduct;
- the assessment procedures including the implications of, and any action to be taken in the case of, failure to progress; and
- communication and lines of responsibility.

**Reason:** The visitors reviewed the documentation provided by the education provider that detailed the changes to the practice placements for the programme. However from their reading the visitors could not see how the learning outcomes across the practice placements for the three years of the placement worked. The visitors were also unclear how the credits for the placements worked. Therefore the visitors want evidence that clearly demonstrates how the practice placements work in terms of what learning outcomes are to be achieved on placement and whether there are credits for the practice placements and how progress is objectively assessed.

**Suggested evidence:** Evidence that clearly outlines the learning outcomes for the practice placements across the programme and also whether there are credits associated with the placements, and, if so, a description of the objective assessment methods employed to ensure progress is achieved..

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

**Reason:** The visitors from their reading of the documentation provider were unclear how students progressed throughout the programme as the learning outcomes for the practice placements across the programme were unclear. As such the visitors require evidence that demonstrates how the learning outcomes for the practice placement ensure that the students are aware of how they can progress and achieve within the programme.

**Suggested evidence:** Documentation that clearly demonstrate that students are aware of the learning outcomes and methods of objectively assessing learning outcomes so as to achieve progress across all years. A placement handbook could be supplied as evidence for example.

#### **Section four: Recommendation of the visitors**

To recommend a programme for ongoing approval, the visitors must be assured that the programme meets all of the standards of education and training (SETs) and that those who complete the programme have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that:

- There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.
- There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

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### Section one: Programme details

Name of education provider	University of South Wales
Programme title	MA Music Therapy
Mode of delivery	Part time
Relevant part of the HCPC Register	Arts therapist
Relevant modality	Art therapist
Date of submission to the HCPC	13 June 2017
Name and role of HCPC visitors	Janek Dubowski (Art therapist) Elaine Streeter (Music therapist)
HCPC executive	Mandy Hargood

### Section two: Submission details

#### Summary of change

SET 4: Curriculum  
SET 5: Practice placements  
SET 6: Assessment

The education provider has advised the HCPC that there have been revisions to the assessments and learning outcomes for the programme. The changes have been made to reflect that the credits for the programme have been more equally spread throughout the programme. The changes will impact across the programme including practice placements. The changes have been made in response to various stakeholder feedback.

The following documents were provided as part of the submission:

- Major change notification form (completed by the HCPC executive)
- Context pack

- Major change SETs mapping document (completed by education provider)
- Programme specification
- Music therapy programme revalidation document
- Assessment tariff document

### **Section three: Additional documentation**

- The visitors agreed that no further documentation was required in order to make a recommendation.
- The visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

#### **5.11 Students, practice placement providers and practice placement educators must be fully prepared for placement which will include information about an understanding of:**

- **the learning outcomes to be achieved;**
- **the timings and the duration of any placement experience and associated records to be maintained;**
- **expectations of professional conduct;**
- **the assessment procedures including the implications of, and any action to be taken in the case of, failure to progress; and**
- **communication and lines of responsibility.**

**Reason:** The visitors reviewed the documentation provided by the education provider that detailed the changes to the practice placements for the programme. However, from their reading, the visitors could not see how the learning outcomes across the practice placements for the three years of the placement are objectively assessed when it appears that the student portfolio is awarded no marks. The visitors were also unclear how the credits for the placements worked and if the placements had any credit rating that impact on how the placements are assessed. Therefore the visitors require evidence that clearly demonstrates how the practice placements work in terms of what learning outcomes are to be achieved on placement and whether there are credits for the practice placements.

**Suggested evidence:** : Evidence that clearly outlines the learning outcomes for the practice placements across the programme, whether there are credits associated with the placements, and, if so, a description of the objective assessment methods employed to ensure progress is achieved.

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

**Reason:** The visitors from their reading of the documentation provided were unclear how students progressed throughout the programme as the learning outcomes for the practice placements across the programme were unclear. As such the visitors require evidence that demonstrates how the learning outcomes for the practice placement ensure that the students are aware of how they can progress and achieve within the programme.

**Suggested evidence:** Documentation that clearly demonstrate that students are aware of the learning outcomes for practice placement to progress and achieve within the programme across all years.

#### **Section four: Recommendation of the visitors**

To recommend a programme for ongoing approval, the visitors must be assured that the programme meets all of the standards of education and training (SETs) and that those who complete the programme have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that:

- There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.
  
- There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

## HCPC major change process report

Education provider	University of Worcester
Name of programme(s)	MA in Social Work, University of Worcester, FT (Full time)
Date submission received	01 September 2017
Case reference	CAS-12248-T0T1K9

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### Executive Summary

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

The following is a report on the major change process undertaken by the HCPC to ensure that programmes detailed in this report meet our standards of education and training (referred to through this report as 'our standards'). The report details the process itself, the evidence considered, and recommendations made regarding programme approval.



## Section 1: Our regulatory approach

### Our standards

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

Programmes are normally [approved on an open-ended basis](#), subject to satisfactory engagement with our monitoring processes. Programmes we have approved are listed [on our website](#).

### How we make our decisions

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

The ETC make decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process report. The Committee meets in public on a regular basis and their decisions are available to view [on our website](#).

### HCPC panel

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

Graham Noyce	Social worker
Mandy Hargood	HCPC executive

## Section 2: Programme details

Programme name	MA in Social Work
Mode of study	FT (Full time)
Profession	Social worker in England
First intake	01 November 2007
Maximum student cohort	Up to 15
Intakes per year	1
Assessment reference	MC03473

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

The education provider has highlighted that there is a programme leader change from Jenny Dale to Raluca Sarbu who has returned from maternity leave to take this role back.

### Section 3: Requirements to commence assessment

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

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

### Section 4: Visitors' recommendation

In considering the evidence provided by the education provider as part of the initial submission, the visitors were satisfied that there is sufficient evidence that our standards continue to be met, and therefore recommend that the programme(s) remain approved.

This report, including the recommendation of the visitors, will be considered at the 21 September 2017 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).