

HCPC approval process report

Education provider	University of Worcester
Name of programme(s)	BSc (Hons) Occupational Therapy, Full time BSc (Hons) Physiotherapy, Full time
Approval visit date	10-11 April 2018
Case reference	CAS-12178-P3Y3K4

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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 approval process undertaken by the HCPC to ensure that programme(s) 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). Education providers have the right of reply to the recommendation of the visitors, inclusive of conditions and recommendations. If an education provider wishes to, they can supply 'observations' as part of the process.

The ETC make decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process reports, and any observations from education providers (if submitted). 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:

Diane Whitlock	Lay
Joanna Goodwin	Occupational therapist
Valerie Maehle	Physiotherapist
Jasmine Oduro-Bonsrah	HCPC executive

Other groups involved in the approval visit

There were other groups in attendance at the approval visit as follows. Although we engage in collaborative scrutiny of programmes, we come to our decisions independently.

Marie Stowell	Independent chair (supplied by the education provider)	University of Worcester – Director of Quality and Educational Development
Sara Gibbon	Secretary (supplied by the education provider)	University of Worcester – Quality Officer
Marie Jenkins	Student Representative	University of Worcester – Worcester Business

		School (BA (Hons) Entrepreneurship)
Anita Watson	External Adviser	University of Salford – Associate Dean (Academic) School of Health Sciences
Rebecca Khana	External Adviser	Sheffield Hallam University – Assistant Dean, Academic Development
Liz Hancock	Professional body representative	Chartered Society of Physiotherapy – Education representative
Nina Patterson	Professional body representative	Chartered Society of Physiotherapy – Education manager
Maureen Shiells	Professional body representative	Royal College of Occupational Therapist – Education manager
Lynn Summerfield-Mann	Professional body representative	Royal College of Occupational Therapists
Jackie Taylor	Professional body representative	Royal College of Occupational Therapists

Section 2: Programme details

Programme name	BSc (Hons) Occupational Therapy
Mode of study	FT (Full time)
Profession	Occupational therapist
First intake	01 September 2013
Maximum learner cohort	Up to 34
Intakes per year	1
Assessment reference	APP01851

Programme name	BSc (Hons) Physiotherapy
Mode of study	FT (Full time)
Profession	Physiotherapist
First intake	01 September 2013
Maximum learner cohort	Up to 34
Intakes per year	1
Assessment reference	APP01852

We undertook the assessment of the following programmes via the approval process. This involves consideration of documentary evidence and an onsite approval visit, to consider whether the programmes continues to meet our standards. We decided to assess the programmes via the approval process due to the outcome of a previous assessment.

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
Programme specification	Yes
Module descriptor(s)	Yes
Handbook for learners	Yes
Handbook for practice based learning	Yes
Completed education standards mapping document	Yes
Completed proficiency standards mapping document	Yes
Curriculum vitae for relevant staff	Yes
External examiners' reports for the last two years, if applicable	Yes

We also expect to meet the following groups at approval visits:

Group	Met
Learners	Yes
Senior staff	Yes
Practice education providers	Yes
Service users and carers (and / or their representatives)	Yes
Programme team	Yes
Facilities and resources	Yes

Section 4: Outcome from first review

Recommendation of the visitors

In considering the evidence provided by the education provider as part of the initial submission and at the approval visit, the visitors' recommend that there was insufficient evidence to demonstrate that our standards are met at this time, but that the programme(s) should be approved subject to the conditions noted below being met.

Conditions

Conditions are requirements that must be met before programmes can be approved. We set conditions when there is insufficient evidence that standards are met. The visitors were satisfied that a number of the standards are met at this stage. However, the visitors were not satisfied that there is evidence that demonstrates that the following standards are met, for the reasons detailed below.

We expect education providers to review the issues identified in this report, decide on any changes that they wish to make to programmes, and then provide any further

evidence to demonstrate how they meet the conditions. We set a deadline for responding to the conditions of 12 June 2018.

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

Condition: The education provider must ensure there is an adequate number of appropriately qualified and experienced staff in place to ensure the programmes are delivered effectively.

Reason: To evidence this standard the visitors reviewed various documents including the staff curriculum vitae s and HPL (Hourly paid lecturers) Flow Chart, highlighting the staff experience and process for recruiting hourly paid lecturers. From the discussions with the programme team, the visitors were informed that there are currently two temporary, part-time placement coordinators who source and help organise practice-based learning opportunities for the programme. The programme team also explained that the coordinators will be responsible for finding the work-based projects for the Service Improvement Project and Dissertation module. The visitors noted that the placement coordinator roles are temporary and from the conversations could not determine what will happen to these positions after this current academic year (2017-18). As such, the visitors could not determine that there is an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme. Therefore, the visitors require further evidence to demonstrate what the education provider's plans are to support the delivery of the programme once the contract for the placement coordinators end at the end of the academic year.

5.7 Practice educators must undertake regular training which is appropriate to their role, learners' needs and the delivery of the learning outcomes of the programme.

Condition: The education provider must ensure practice educators undertake regular and appropriate training.

Reason: The visitors reviewed various documents including the "Practice Educator Training Outline" and "Practice Educator Handbook". From the documentation and conversations at the visit, the visitors were clear that practice educators undertake appropriate initial training before supervising learners. However, in the meeting with the practice educators the visitors were informed any training beyond the initial training is not compulsory to attend. Furthermore, from the discussions the visitors were unsure whether the attendance of the initial training was recorded or monitored. Therefore the visitors could not determine how the education provider would know who had attended the mandatory training and who needed to attend further training. The visitors were therefore unclear how the education provider ensures practice educators undertake appropriate, regular training. As such, the education provider must demonstrate how they will ensure practice educators undertake initial and regular training, in order for them to carry out their roles as effective educators for this programme.

6.1 The assessment strategy and design must ensure that those who successfully complete the programme meet the standards of proficiency for the relevant part of the Register.

Condition: The education provider must demonstrate how any changes to the assessment strategy and design, ensure that those who successfully complete the programme meet the standards of proficiency for physiotherapists or occupational therapists.

Reason: In reviewing the documentation prior to the visit, the visitors reviewed the assessment strategy and design for the programme, which is designed to ensure that those who successfully complete the programme will meet the SOPs for physiotherapists or occupational therapists. However, during the meeting with the programme team and the informal feedback meeting at the visit the visitors noted that the internal validation panel and professional bodies (Chartered Society for Physiotherapy and Royal Society of Occupational Therapists) for the respective professions, will require the programme team to make some changes to parts of the assessment strategy and design. These changes include reviewing the assessment workload. As such, the visitors have not seen the final, confirmed, assessment strategy and design for the programme. Therefore, they cannot determine how the amended learning assessment strategy will ensure that successful graduates can meet the SOPs for physiotherapists or occupational therapists. The visitors will therefore require the education provider to provide additional evidence, which will communicate any changes to the assessment strategy and design, so they can make determinations about whether the programme meets this standard.

Recommendations

We include recommendations when standards are met at or just above threshold level, and where there is a risk to that standard being met in the future. Recommendations do not need to be met before programmes can be approved, but they should be considered by education providers when developing their programmes.

3.5 There must be regular and effective collaboration between the education provider and practice education providers.

Recommendation: The education provider should consider how feedback is provided to practice education providers to help them implement changes if required.

Reason: From the documentation provided and discussions at the visit, the visitors were made aware of a variety of communication methods used between the education provider and the practice education providers. From the review of these communication methods the visitors were satisfied that this standard was met. In the practice education provider meeting however, the visitors were informed that the practice educators do not receive individualised feedback on their practice-based learning area but do receive feedback about placements in general when they attend the annual Practice Learning Evaluation Day. The practice-based learning providers stated that they find it difficult to make specific changes to their areas based on this form of learner feedback. The programme team responded, expressing they had received that feedback from the practice-based learning providers but find it difficult to provide individualised feedback to each practice area, as learners would not be able to give anonymised or confidential feedback. The education provider should therefore consider how they would provide

learner feedback to individual practice-based learning areas to enable them to implement changes and improve their service if required.

Section 5: Visitors' recommendation

Considering the education provider's response to the conditions set out in section 4, the visitors are satisfied that the conditions are met and recommend that the programme(s) are approved.

This report, including the recommendation of the visitors, will be considered at the 05 July 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).