

HCPC approval process report

Education provider	Glasgow Caledonian University
Name of programme(s)	MSc (Pre-registration) Diagnostic Radiography, Full time MSc (Pre-registration) Diagnostic Radiography, Part time
Approval visit date	11-12 May 2021
Case reference	CAS-16821-L5L1R5

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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.

Through undertaking this process, we have noted areas that may need to be considered as part of future HCPC assessment processes in section 6 of this report.

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:

Rachel Picton	Radiographer - Diagnostic radiographer
Martin Benwell	Radiographer - Diagnostic radiographer
John Archibald	HCPC executive

Other groups involved in the virtual approval visit

There were other groups involved with the approval process as follows. Although we engage in collaborative scrutiny of programmes, we come to our decisions independently.

Alexis Barlow	Independent chair (supplied by the education provider)	Glasgow Caledonian University
Morven Gillies	Secretary (supplied by the education provider)	Glasgow Caledonian University
Deborah Clark	External panel member	NHS Greater Glasgow and Clyde

Julie de Witt	External panel member and Society and College of Radiographers representative	University of Derby and Society and College of Radiographers
Janet Greenlees	Internal panel member	Glasgow Caledonian University
Ares Gomez	Internal panel member	Glasgow Caledonian University
Sarina Vlaytchev	Student panel member	Glasgow Caledonian University
Angela Miller	Support to secretary	Glasgow Caledonian University
Marysia Bednarek	Observer	Glasgow Caledonian University
Karen Ward	Observer	Glasgow Caledonian University

Section 2: Programme details

Programme name	MSc (Pre-registration) Diagnostic Radiography
Mode of study	FT (Full time)
Profession	Radiographer
Modality	Diagnostic radiographer
Proposed first intake	01 January 2022
Maximum learner cohort	Up to 15, across both the full time and part time programmes
Intakes per year	1
Assessment reference	APP02309

Programme name	MSc (Pre-registration) Diagnostic Radiography
Mode of study	PT (Part time)
Profession	Radiographer
Modality	Diagnostic radiographer
Proposed first intake	01 January 2022
Maximum learner cohort	Up to 15, across both the full time and part time programmes
Intakes per year	1
Assessment reference	APP02351

We undertook this assessment of a new programme proposed by the education provider via the approval process. This involved consideration of documentary evidence and a virtual approval visit, to consider whether the programme meet our standards for the first time.

Section 3: Requirements to commence assessment

In order for us to progress with approval and monitoring assessments, we ask for 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.

Type of evidence	Submitted	Comments
Completed education standards mapping document	Yes	
Information about the programme, including relevant policies and procedures, and contractual agreements	Yes	
Descriptions of how the programme delivers and assesses learning	Yes	
Proficiency standards mapping	Yes	
Information provided to applicants and learners	Yes	
Information for those involved with practice-based learning	Yes	
Information that shows how staff resources are sufficient for the delivery of the programme	Yes	
Internal quality monitoring documentation	Not Required	Only requested if the programme (or a previous version) is currently running

Due to the COVID-19 pandemic, the education provider decided to move this event to a virtual (or remote) approval visit. In the table below, we have noted the meeting held, along with reasons for not meeting certain groups (where applicable):

Group	Met	Comments
Learners	Yes	As the programmes under assessment are not currently running, we met with learners from the BSc (Hons) Diagnostic Imaging programme.
Service users and carers (and / or their representatives)	No	Since the move to virtual visits, we do not ask to meet with service users and carers. The visitors explored areas relating to service users and carers by the submission of written statements and at other, appropriate meetings.
Facilities and resources	No	Since the move to virtual visits, we do not ask to have a meeting related specifically to facilities and resources. The visitors explored areas relating to facilities and resources at other, appropriate meetings.
Senior staff	Yes	

Practice educators	Yes	
Programme team	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 virtual 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 22 June 2021.

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

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

Condition: The education provider must demonstrate how the standards of conduct, performance and ethics (SCPEs) are taught and assessed so learners demonstrate how they understand and are able to meet the SCPEs.

Reason: From a review of the documentation to meet this standard, the education provider informed the visitors the expectations of professional behaviour, including the SCPEs, were taught in module MMB826763 Preparation for Radiographic Practice. The visitors were informed the teaching and assessment of the expectations of professional behaviour, including the SCPEs were contained within learning outcome four of that module: 'Develop understanding in a range of appropriate principles, legislation and techniques required to maintain a safe practice environment for staff and patients'. In the meeting with the programme team, the visitors were reassured the expectations of professional behaviour and the SCPEs were taught in the second week of the aforementioned module, and that learners received a copy of the SCPEs during their induction onto the programme.

The visitors however could not see references to the SCPEs in the learning outcomes, nor in details of the assessments of the Preparation for Radiographic Practice module descriptor. The visitors were therefore unable to clearly determine how the education provider ensures the SCPEs are taught on the programme explicitly through the

learning outcomes, and how they are assessed so learners are able to demonstrate they are able to meet the expectations of professional behaviour. The visitors require further evidence which shows the learning outcomes being explicitly linked to the SCPEs on the programme, and how assessment of the expectations of professional behaviour, including the SCPEs, are carried out through the programme.

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 06 July 2021 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

Section 6: Future considerations for the programme(s)

We include this section to note areas that may need to be considered as part of future HCPC assessment processes. Education providers do not need to respond to this section at this time, but should consider whether to engage with the HCPC around these areas in the future.

The visitors considered there is an appropriate number of staff, and that educators have the necessary knowledge and expertise to deliver their parts of the programme effectively for the first year of delivery. However, the visitors were aware that the second year of the programme would see the programme team teaching two cohorts of a maximum of 15 learners. The visitors considered this could impact on the effective delivery of the programme. The programme team informed the visitors that the senior team were committed to recruiting an additional member of staff from the second year of the programme. The visitors wished to highlight this for visitors considering the programme's future interactions with our processes.