

## HCPC major change process report

Education provider	University of Brighton
Name of programme(s)	BSc (Hons) Podiatry, Full time MSc Podiatry (pre-registration), Full time accelerated BSc (Hons) Podiatry (apprenticeship), Full time
Date submission received	02 April 2019
Case reference	CAS-14396-S8P0T5

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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:

Catherine Smith	Chiropodist / podiatrist
Sharon Wiener-Ogilvie	Chiropodist / podiatrist
Shaista Ahmad	HCPC executive

## Section 2: Programme details

Programme name	BSc (Hons) Podiatry
Mode of study	FT (Full time)
Profession	Chiropodist / podiatrist
Entitlement	Prescription only medicines – administration Prescription only medicines – sale / supply
First intake	01 September 1993
Maximum learner cohort	Up to 40 across this programme and the BSc (Hons) Podiatry (apprenticeship) programme
Intakes per year	1
Assessment reference	MC04131

Programme name	MSc Podiatry (pre-registration)
Mode of study	FTA (Full time accelerated)
Profession	Chiropodist / podiatrist
Entitlement	Prescription only medicines – administration Prescription only medicines – sale / supply
First intake	01 September 2017
Maximum learner cohort	Up to 15
Intakes per year	1
Assessment reference	MC04146

Programme name	BSc (Hons) Podiatry (apprenticeship)
Mode of study	FT (Full time)
Profession	Chiropodist / podiatrist
Entitlement	Prescription only medicines – administration Prescription only medicines – sale / supply
First intake	01 September 2019
Maximum learner cohort	Up to 40 across this programme and the BSc (Hons) Podiatry programme
Intakes per year	1
Assessment reference	MC04174

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 us that they will be changing the structure of the BSc (Hons) Podiatry and MSc (Hons) Podiatry programmes from September 2019. Additionally, the education provider has informed us that they propose to deliver an integrated Degree Apprenticeship route through the currently approved BSc (Hons) Podiatry programme. The learner numbers across both the apprenticeship route and the currently approved route will be a maximum of 40.

### 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: Outcome from first review

In considering the evidence provided by the education provider as part of the initial submission, the visitors were not satisfied that there was sufficient evidence that our standards continued to be met at this time, and therefore require further evidence as noted below.

### **Further evidence required**

In order to determine whether the standards continue to be met, the visitors require further evidence for the following standards for the reasons noted below.

We expect education providers to review the issues identified in this report, decide on any changes that they wish to make to programme(s), and then provide any further evidence to demonstrate how they meet the standards.

### **5.2 The structure, duration and range of practice-based learning must support the achievement of the learning outcomes and the standards of proficiency.**

**Reason:** From reviewing the documentation, the visitors understood that the learners would experience one day placements “in a specialist podiatric or other medical clinics”. From this, the visitors were not clear whether this practice-based learning opportunity formed part of the placement hours that learners are expected to complete on the programme, or whether these were further placements. As such, the visitors were not able to determine the structure of PBL and whether this standard continues to be met. Therefore, the education provider must show how the structure of practice-based learning supports the achievement of the learning outcomes.

**Suggested evidence:** Information outlining the structure of the practice-based learning element of the programme.

### **5.2 The structure, duration and range of practice-based learning must support the achievement of the learning outcomes and the standards of proficiency.**

**Reason:** From reviewing the documentation, the visitors understood that learners on the BSc (Hons) Podiatry programme spend 21.5 hours per week in practice and learners on the BSc (Hons) Degree Apprenticeship podiatry programme will spend 22.5 hours per week in practice. However, it also states in the documentation that there will be a “total of 1450 hours of scheduled teaching or practice placement within the 5 Clinical Practice modules”. This does not reflect the table provided on page 20 of the programme handbook where the total number of hours noted is 976.5. In this table, the number of hours also does not equate to the number of weeks at 21.5 hours for the standard undergraduate programme. For example, for placement 1, four weeks are noted as equalling 90 hours, which would work out at 22.5 hours per week. Due to the disparity in the information provided, the visitors were not able to determine how much time learners would spend in the practice based learning environment. Therefore, the education provider must outline the requirements of learners for practice-based learning on both programmes, and ensure the information provided in their handbooks is accurate.

**Suggested evidence:** Documentation outlining the duration of practice-based learning.

## Section 5: Visitors’ recommendation

Considering the education provider's response to the request for further evidence set out in section 4, the visitors are satisfied that there is sufficient evidence that the standards continue to be met and recommend that the programme(s) remain approved.

This report, including the recommendation of the visitors, will be considered at the 22 August 2019 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).